

ILLINOIS HISTORICAL SURVEY

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ILLINOIS TEACHER, }
VOL. XXI.

THE

CHICAGO SCHOOLMASTER, }
VOL. VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF

Educational Literature and News.

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JOHN W. COOK and EDWIN C. HEWETT,

EDITORS AND PROPRIETORS.

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VOL. VIII, 1875.

—0—

NORMAL,

ILLINOIS.

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ILLINOIS TEACHERS.
Volume XXX.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

JANUARY, 1875.

NUMBER 80.

THAT GEOGRAPHY CLASS.

"What is to be done?" and Superintendent Everest's usually happy face wore a doleful expression. He and Miss Ward, principal of the High School, were looking over examination papers: those on geography had called out his despairing question. A class of a score or more had been examined for admission to the High School. They had acquitted themselves well in everything except geography, but in *that*—shade of Malte Brun! The Mississippi meandered sweetly along from Georgia to Michigan; the Amazon drained the Alps; Maine was warmer than Oregon on account of the Gulf Stream; London and Paris were south of New York.

"Do? we can't do anything with them here: send them back till they learn something of geography," Miss Ward responded. "It will not do any good to send them back," said Mr. Everest, "The poor scholars are not so much to blame for it after all."

He and Miss Ward had grown up together: for years she had been his "right-hand man" in school, so he spoke to her freely on all school matters, feeling sure that what he said would go no farther.

"Miss Englewood is a first-rate teacher in everything except geography, but she *can not* teach that: her scholars all seem to hate the study."

"Hum-m-m," musingly, while she tapped the pile of manuscript with her pencil for a time; then, looking up with one of her quick, sudden movements, Miss Ward asked, "Do you think I could teach geography?"

"You? yes, if you tried: I never yet saw you try anything in which you did not succeed; but what notion have you in your head now?" She had a fashion of springing plans upon him with uncomfortable suddenness: and in spite of their years of intimacy, he never knew just what to expect

when Miss Ward put on her thinking-cap. "I have a mind to admit them to good and regular standing, except in geography; and, in that, form them into a class and see how much I can teach them. I never had much experience in teaching geography, but I do believe I can get *something* into their heads."

"But you ought not to do it; you are over-worked now; it will give you an extra class, and a troublesome class, I fear. They seem to hate geography; they thought they were through with it a year ago; those great boys, bigger than you are, will certainly rebel if they are put back into it," said Mr. Everest. "I presume they will, but then I like a good, breezy rebellion once in awhile; it clears the atmosphere," responded the plucky little lady. "I have some theories on the subject I want to test; I never had a chance before. So, by your leave, Sir Superintendent,"—bowing obsequiously,—“I'll try them on the class."

"Experimenting, as usual," laughed Mr. Everest. "But what if your patients die under the operation? Seriously, though, if you have the time and strength, I do wish you would take that class in hand, I confess I am at my wit's ends. But I am really afraid they will give you trouble, those big boys are just at the age to feel *big*, and thin they know everything."

Mr. Everest was just going out as he said this, but stuck his head back to add, "Of course, if they do give you trouble I'll help you out of it."

"Thank you," she responded with one of her bright looks, "but I prefer to manage my domestic affairs in my own way."

"You are perfectly welcome," he answered, and left her to her meditations.

These meditations were the most important part of Miss Ward's teaching. They occurred in all sorts of out-of-the-way places, but their favorite field was the old lounge in her study at home. There, cuddled up like a kitten, with her head so deeply buried in the pillows any one else would have smothered, she thought out those plans which so often astonished her pupils, but which usually proved successful. She probably could not have told you whether or not they were "evolved from her inner consciousness," for she was not metaphysically inclined; they were evolved from *somewhere* and that was enough for her purpose.

Thunder-clouds are nothing in comparison with the black looks which greeted Miss Ward as she announced her programme next morning; but there she stood, sweet and smiling as a May morning, utterly oblivious to the mutterings of the storm around, or the lightning flashing from the black eyes of the "big boys," till those mutterings culminated in an audible, "If I've got to be put back into geography, I'll leave school," from Walter, the

acknowledged leader of the set; "So'll I," and "I," came from his followers, while the girls, not quite daring to speak out, pouted a surly defiance.

Then Miss Ward did that very bad thing, theoretically; she proposed a compromise. "I'll tell you, boys, what we will do; you come into the geography class for one week; if you do not like it then, at the end of the week I will excuse you from it." Her tones were low and sweet, as though she were talking to her dearest friend in her own parlor. There was always something persuasive in her voice, and the scholars began to come under its influence, the blackness faded out a shade on the boys' faces, and the pout was less perceptible. She followed up her advantage, and in a few moments all had consented to the compromise.

Miss Ward had a knack of doing as she pleased, and making everybody feel that she had done just right. Her most unheard-of projects, received at first with a gasp of astonishment,—not to say horror,—in the course of a week seemed the most common-place things possible; the only wonder was how the world had existed so long without them.

"The geography class will meet me at two o'clock, in the recitation-room," Miss Ward said. Put on as brave a front as she might, inwardly she was full of fear and trembling, so she asked her assistant to exchange rooms with her, for that hour. If she failed she did not wish the whole school to witness her failure. At two o'clock the class were all in their places, looking wonderingly at a large square drawn on the black-board, with N. at the top, S. at the bottom, and E. and W. at either side. Miss Ward drew a line through its centre, from east to west, saying, "This is Main street," and another from north to south,— "This is Broad street, and the whole square represents!"—"Westering," they said, as she paused, the truth dawning on them that she was drawing a map. Now, map-drawing had always been a stone of stumbling, and Miss Ward knew it. "How long are each of these sides?" she asked, chalk in hand. "Three miles," answered Joe, whose father was city surveyor, and she marked the two adjacent sides with the figures. Placing her chalk in the centre, "What shall I put here?" "The Public Square," all answered, and she drew an octagon, for the "Square" of Westering has eight sides. Drawing a line about an inch to the west of Broad street, she asked, "What street is this?" "Cedar;" "and this?" "Locust;" thus the dozen streets nearest the Square were represented. Then the High School was located, the college, the depot, the foundry, the Opera House, the corn-planter manufactory, and other prominent buildings. Had the scholars been younger, Miss Ward would have let them do this locating; as it was, she judged it safer to do the work herself, till sufficient enthusiasm was aroused to "tide them safely over" the objecting point.

When the public buildings had been located, she remarked: "It would be pleasant to have each of our homes marked on our map, there is mine,"—placing a dot,—“and there is Mary’s, and Charlie’s, but I do not know where you all live; Walter, show us where your home is.” The boy came promptly to the board, made the required dot, and was followed by the others, till each home was designated.

The warning bell sounded. All were astonished at the shortness of the hour. Miss Ward took the eraser to rub out the map. “Don’t! don’t!” exclaimed several, “We want to keep it.”

“Well, I will not, but you know we cannot keep it long on the board. The arithmetic class to-morrow morning will erase it. Does not each of you wish to draw for himself next hour? Here is paper.” All left the recitation room delighted with the plan, and for the next hour worked like beavers.

When the class came together next day, each found himself possessed of a veritable map of his own drawing. “Who’d have thought map-drawing was so easy,” said Sam, who had been a most inveterate grumbler on this subject. To-day the hour was mostly spent in comparing, correcting, filling out the maps. Wherever possible, Miss Ward commended warmly; where correction was required, it was made most kindly and helpfully.

“We want our maps as accurate and full as possible,” she said. “You will probably find something to add to them each day: so by the time we are through you will each have a very useful map of our own city. We wish to know not only where the buildings are,” she continued, “but what is done in them; we will try to find that out for our lesson to-morrow. If we attempt too much, we do not do anything well; so we will take only two or three topics each day. For to-morrow we will take the schools, the dry-goods stores and the foundry. Now each fix your mind on one of these topics—no more—and to-morrow be prepared to give us some facts about it. Of course, several will choose the same topic, so we shall be sure of learning a good deal about each. In our teachers’ associations we appoint some especial one to ‘open the discussion,’ it may be well for us to do so: Walter, you may tell us about the public schools,”—the boy looked as if he already knew all about those. But as she continued, “How many buildings are there in town, how many teachers, how many scholars enrolled, the average attendance, etc.,” he looked down and did not feel so wise. “If you have any difficulty in learning these particulars, apply to Mr. Everest, he can assist you. George may report in the same way about the college.” His father was a professor in it. “Kate may tell us about the stores; ladies are presumed to be interested in dry goods; tell us how many stores there are in town, what each sells, and, if possible, some statistics showing

the amount of business done by them. Your father can tell you about his own store, and probably can help you in learning about others." To Sam, whose father was one of the foundry firm, she gave that topic, asking him to report how many men were employed, how much capital invested, how much iron used annually, how many engines and other things made: in short, all statistics which give an idea of the business.

The next day brought such a set of eager faces into the class-room that Miss Ward saw that each had something to tell. She wisely concluded to let those who had little to say speak first, lest they should be disheartened by the abundance of those who had much. "We will reverse the order of our teachers' meetings," she said, "and let those especially appointed speak last instead of first, keeping the best wine till the last," she added, as she saw Sam's face darken. Every scholar had something to tell. Miss Ward was astonished at the amount of information elicited, and did not hesitate to say, whenever occasion required, "I am so glad you told us that, for I never knew it before."

A week was spent thus studying their own city, its institutions, industries and history. What a ransacking of the town they made in their search for facts and statistics! If Miss Ward had not guarded against such a result, that class would have been voted a nuisance by every business man in town. But she took care that only one scholar should go to one individual or firm for information, and impressed upon all the necessity for the most perfect courtesy in prosecuting their inquiries. The crustiest old bachelor in town could not refuse information when a bright-looking lad stood before him, cap in hand, with "Miss Ward's compliments, and will you be so kind as to give us some statistics about your manufactory?"

True to her promise, at the end of the week, Miss Ward offered to excuse from the class all who wished, but horses could not draw them out of it. "I never imagined it would be like this when I said I'd leave school rather than go into a geography class," said Walter, shame-facedly, "I am sorry I ever said such an ill-mannered thing;" and that was the end of the rebellion.

After they had spent a week on Westering, they took up their county, drawing its map, locating and naming its townships, tracing the windings of Spoon river and Crooked creek, which wander aimlessly around through half the townships, marking the railroads which radiate in all directions from Westering, and noting the towns which have sprung up along their routes. Having fixed in mind these home-surroundings, they reached out to neighboring cities, learning their direction and distance from Westering, their position, relative and absolute, their size, peculiar features, industries and

the like. Westering is connected by railroad with Chicago, Quincy, Peoria and Burlington. These cities were studied first, and after them others in the order of their connection, either geographically or commercially, with Westering. Here, as everywhere, Miss Ward utilized the peculiar talent or advantages for gaining information of each. For example, Johnny was a train-boy, running to Burlington each day after school, and returning next morning. Of course he knew all about Burlington and intervening points. Mary's father was a jeweler, so Elgin with its watch factories was assigned to her. Ella had an aunt living in Bloomington, whom she often visited, so Normal University was her portion. Thus the principal places in the State were studied.

Now, they were ready for the State as a whole; all fear of map-drawing having vanished long ago, they drew the map of Illinois, thus fixing in mind its boundary lines and rivers, and adjacent States. The scholars feared that as soon as they passed beyond the circle of personal observation, they must return to the dull routine-work they had so learned to hate; but Miss Ward had another plan for them. On the board was placed this synopsis:

Position, outline, boundaries, surface slope, water courses, soil productions of the farm, the garden, the shop, the mine; inhabitants, industries, education, religion, government.

"If we arrange what we learn in some order, we shall remember it much better," she said; "We will use this order in studying our State and all States and countries. Find out all you can about the topic for the day: we will put our facts together, and, among us all, gain a thorough knowledge of the subject."

And they did; each studied books as enthusiastically as he had worked, gaining information concerning his own city. The facts thus gained, being systematically arranged, were not easily forgotten. More than this, they found that many things they had learned during those weary years when geography seemed an utter abomination, and which being only isolated facts, had slipped out of memory, now came back, marshaling themselves into rank in their proper places. In twelve weeks' time the class was again examined, and passed the ordeal triumphantly. But far more important than this result, geography became to them one of the most interesting studies; and as Miss Ward led them to note the intimate relations of the "Earth and Man"—how the physical conditions of a country influence its commercial relations, its industries, manners and customs, in short, its whole civilization, and how indissolubly connected are geography and history,—the study once so much despised, appeared to them, as it is, the beautiful foundation on which rests much of our practical knowledge.

MARY ALLEN WEST.

THE OLD YEAR.

Thou wert so full of joy and gladness,
So free from weary pain and sadness ;
Methinks no other year can be,
In fair fruition, like to thee.
In brightest dreams, and fairest gleams
Of soft star-light, thy record beams,
And so I weep for thee, Old Year.

Whither goest thou, Old Year ?
Thou passest through Time's iron door,
Where many years have gone before,
To the mystic realm of the shadowy Past,
Where all of earth is hastening fast.
Thy princely hall, thy stately wall,
Are crumbling now beyond recall,
And so, I grieve for thee, Old Year.

Why goest thou, Old Year ?
I offer thee a friendly hand,
As we beside Time's portal stand :
No quarrel, sure, can ever be,
My kind old friend, 'twixt thee and me:
But thou'lt not stay one little day,
For all that I can do or say,
And so I mourn for thee, Old Year.

What bringest thou, New Year ?
Thou standest at the open door
Where the Old Year stood, twelve months before.
A stranger guest art thou to me,
No friendship tried I offer thee.
I do not know what thou'lt bestow,
As month by month shall come and go ;
And so, I fear thee much, New Year.

What bringest thou, New Year ?
Thou comest from an unknown land,
And many gifts are in thy hand.
Thou hidest them from mortal view ;
Are mine of bright or somber hue ?
For some, bright hours and fairest flowers.
We cannot tell what may be ours ;
For this, I fear thee much, New Year.

What bringest thou, New Year ?
The ships that I've sent out to sea,
With costly freight of gems for me ?
The castles I have built in air
Revealed in marble strong and fair ?
Days glad and free I ask of thee,
As thou lift'st the veil from the dim To Be.
Ask I too much of thee, New Year ?

MARY TORRENCE.

PHYSICAL GEOGRAPHY : AIR.

It is my purpose to make this the first of a series of articles on Physical Geography, perhaps it would be better to say, on some Topics of Natural Philosophy, which an intelligent study of physical geography requires the pupil to understand. I may designate these topics as follows: Air—its Nature and Movements; Heat—Its Source and Effects: Water—Its Nature, Movements and Effects.

No profitable study of physical geography is possible till these things are understood:—then, the pupil needs to become acquainted with the forms of the earth: its general form, the special forms and positions of oceans and continents, the surface-forms of the lands, and something of the strata that make up these surface-forms. When all this has been done, not before, he is prepared to understand the mutual dependence and influence of all these things, from which arise the phenomena of climate and soil, the peculiarities of vegetable and animal life, and to a great extent, the distribution and condition of the human race, the occupations, history and destiny of men. Thus, he may see how the earth and man are related to each other, were evidently made for each other: and such knowledge ought to be the grand outcome of the study of geography.

It is hardly necessary to say that I do not hope to teach anything here that is not perfectly familiar to those who have taken a thorough course in physics; I am writing for those who are undertaking to study, or to teach, physical geography, without any such extended preparation; and I can but think that this class may include a large proportion of the readers of the SCHOOLMASTER.

Air consists principally of two invisible gases, oxygen and nitrogen; these exist in the air in a state of *mixture*, and not in a state of *chemical union* as do oxygen and hydrogen when they form the compound substance that we call water.

Air is a FLUID; that is, like all other fluids, its *particles are perfectly free to move among themselves*. In this respect, it is like water and other liquids; and to this fact, its fluid, or flowing, character is due.

But air is also a GAS; that is, its particles are striving at all times to get as far from each other as possible; hence, its readiness to expand whenever it has an opportunity to do so.

Air is very *compressible*; that is, it yields very easily to a reduction of bulk by pressure; this is illustrated by that common toy, the pop-gun.

Its bulk is diminished by pressure in accordance with a fixed *law*; that is, if at a certain pressure a body of air occupies a certain space, under twice that pressure, it will occupy one-half that space, under three times that pressure, one-third that space, etc.

Air is very *elastic*; the pop-gun is a good instrument for illustrating this property, also. It is found that when air has been subjected to a certain pressure, its elasticity causes it to return to its former bulk, on the removal of the pressure, with the same force that was used in compressing it; hence, its *elasticity is perfect*. The common foot-ball well illustrates the elasticity of air.

Air has *weight*; by the use of the air pump we are enabled to determine its weight; and it is found that 100 cubic inches of air of the usual density weigh thirty-one grains.

The weight and elasticity of the air cause it to exert a *pressure in all directions*. It is this pressure of the air that causes water to rise in a pump, that causes cider to flow up a straw into a boy's mouth: in fact, that makes what we call *suction* possible in any case. The pressure of the air may be illustrated as follows: Take an open basin of water, fill a glass tube closed at one end, with water, put the thumb over the open end and invert the tube over the water in the basin; on removing the thumb, the water will still fill the tube; the pressure of the air on the surface of the surrounding water sustains it.

If the basin and the tube were filled with mercury instead of water, a column of mercury would be upheld in the same way. But, if the tube were more than thirty inches long, the column of mercury would sink to a height of about thirty inches, and there remain stationary. If the area of a section of the tube were one inch, of course thirty cubic inches of mercury would be equal in weight to the pressure of the air on one inch of surface. Now, as thirty cubic inches of mercury weigh about fifteen pounds, we know that the ordinary pressure of the air is about *fifteen pounds on every square inch*.

If, now, we enclose the mercury in a leather bag instead of having it in an open basin, and then place a graduated scale beside the tube, we shall have the instrument called a *barometer*, whose use is to measure the pressure of the air.

The whole body of the air surrounding the earth constitutes what we call the *atmosphere*, an ocean of air in which is found all the animal and vegetable life of the world. The depth of this ocean is sometimes said to be about fifty miles. Not only does the air surround the whole earth, but it penetrates every crack and crevice of rock and soil: not only that, but it permeates

the tissues of all vegetable and animal substances ; in fact, it is present in every place from which it is not carefully excluded.

The pressure of the air at the level of the sea is generally about fifteen pounds to the square inch, or sufficient to sustain a column of mercury thirty inches in height. But different conditions of the air cause this pressure to vary ; and the common use of the barometer is to *measure this variation of atmospheric pressure.*

Of course, if we were to climb a mountain, we should leave a greater or less amount of the atmosphere below us : hence, the remaining part would exert a pressure less, in proportion to the height we had attained. A barometer, in such a case, would show the comparative amount of the atmosphere left below us. By careful observations, tables may be constructed showing the heights that correspond to the different pressures as shown by the barometer. Thus, by the help of these tables, *a barometer may be used to measure the height of mountains.*

In our next paper, we will consider heat, and some of its effects upon the air.

E. C. HEWETT.

DECEMBER 5, 1874.

THE DISTRICT SCHOOL.

Will those readers of THE SCHOOLMASTER, who are at work in the country schools, charitably listen to a little grumbling from one who has had an opportunity of seeing very many of their graduates struggling with work which should have been completed years before ? Persons are found who have spent from four to six months yearly for six, or even ten, years under your tuition, who mis-spell a dozen words in writing a page of foolscap ; who read blunderingly and with little appreciation of the meaning ; who have little knowledge of the simplest rules of punctuation ; who scatter capitals over the page at random, or startle one by putting them in most unexpected positions ; who cannot write numbers of four periods without “numerating” from the right, and making two or three erasures ; who blunder in simple “sums” in the “fundamental rules” ; who wonder why they “forget” where the Rhine river is ; who cannot tell when or where the battle of Bunker Hill was fought ; who do not know who is governor, or how men are elected to Congress ; who rarely, if ever, read a newspaper or magazine ; in brief, who know very little, *thoroughly*, of what they have pretended to study at school ; and who have not formed the habit of glean- ing information from the myriad available sources outside of ordinary text-books.

What is the trouble? "The attendance is irregular"; "The pupils are kept at home for trivial reasons"; "The school is cursed with a variety of text-books on the same subjects"; "The children won't study"; "The directors won't supply needed implements for good work"; these and a score of others are at hand in explanation. In no case are they a sufficient excuse; indeed, they but make a bad case worse. If the attendance is very irregular, it is the business of the teacher to see that the fault is corrected. If parents detain the children, they should be induced to send them, unless the reason for detention is an exceedingly good one. The average parents are reasonable people, and, if approached from the right side, can be enlisted as indispensable allies. If the children are not willing to study, they must be made to study. If the directors won't furnish appliances, the appliances must be had just the same. How?

There's the rub!

Since no two are constituted exactly alike, no one can do A's work in A's way, but A. He is successful in his plans *because* they are his. They are the *resultant* of the various forces operated by, with and against him. Since it is impossible that these various elements should be exactly equal in two localities, it follows that *each must determine for himself, "how"*. Success is demanded of all. That is the only condition. Giving a reason why one has not succeeded closes the case against him; he has failed. He may be sorry, probably will be: the fact isn't changed, however.

Of course, the pupils must be reasonably regular in attendance, and they must study.

But I cannot think the lack of success due so much to any cause suggested above as to others.

You do not believe that "*practice makes perfect.*" I believe the trouble is right there. Repetition is disagreeable. You are not willing to settle down to the thought that success in the primary work is everything. You hanker after the "higher branches." The reason why your pupils read so poorly is because they haven't read *enough*. They spell badly because they should have *written twenty* words where you have had them spell *one, orally*. They make mistakes in addition because they should have performed *twenty* problems where they have performed *one*. They make mistakes in the use of capitals because you have not required them to prepare papers illustrating their use, which you should take home for examination in the evening. Of what value is it to tell them that every question should be followed by an interrogation mark, unless you have them write a hundred questions, and call their attention to every omission? You are attempting too much in geography. They should learn, for *permanent recollection, five*

facts where you are endeavoring to have them learn twenty-five, to be forgotten in a month. Why should they know about who is governor, or care how our public servants are elected, unless their attention is called to such things by general exercises?

The children are not worked half hard enough. They should be kept busy at something they can do, every minute of the time that they are in the school-room. Have problems on the board for them to perform; questions to which they are to write answers; let them write letters to each other, enclosed and properly directed to be examined and corrected by yourself. Put a question on the board whose answer they are to learn at home. Use a thousand means to interest and keep them busy *doing something*. "Practice makes Perfect." Write it on the walls of your memory. Put it where your eye will fall upon it every day. Believe it as you believe in the same law in husking corn, or skating. Repetition, hateful repetition, is the only way by which your pupils can be saved intellectually. I find a person once in awhile, who, having had no advantages but such as the district school afforded, is accurate, prompt, well informed. On making inquiries, I usually find that it was Mr. A, or Miss B, who started him on the right track. "He kept us busy."

A MASSACHUSETTS INSTITUTE.

NORTHFIELD, MASS., Nov. 10, 1874.

EDITOR OF THE ILLINOIS SCHOOLMASTER:

After something over three years' absence from the school-room, the cares and responsibilities of a teacher having, during that time, given place to those of a mother and house-keeper, I have found myself, within the past few days, transported again into the old life with its anxious questioning as to best methods of teaching reading, grammar and arithmetic; indeed as to the *how* and *why* of the whole art and science of teaching.

The occasion of this newly-awakened interest has been the holding in our town of a Teachers' Institute, the sessions of which I have attended as closely as my duties as hostess would permit, with an interest and enjoyment scarcely, if at all, less than that with which I formerly attended such meetings: and the thought suggests itself that the friends whom I was formerly accustomed to meet in such Institutes in Illinois, might be interested in a report of how they are conducted in the heart of "Yankee Land," the land of "school-marms" as well as the birth-place of public schools.

With reference to the general character of work done, and the length of time the Institute continued in session, there was a close resemblance between our Institute last week and those held in the different counties in Illinois; but in the manner of accomplishing the work I noticed a marked difference. Instead of local teachers appointed to conduct different exercises, as with you, the entire institute work of this State is done by a corps of trained official workers who hold themselves in readiness,—part or all of them,—to go into any place in the State where an Institute is requested, and free entertainment offered to teachers, and hold a session lasting through two days and three evenings. The Institute thus becomes a kind of peripatetic Normal School. Formerly, I am told, the sessions were much longer,—the Institute continuing one or two weeks in a place: but the expense of board prevented many teachers, and those especially who needed most the instruction given, from attending; and the number of Institutes which could be held, and the number of towns benefited thereby must, of necessity, be very limited with so long sessions; the plan has therefore been recently adopted of limiting the time to two days and three evenings,—the days to be devoted chiefly to practical illustrative teaching, the evenings to lectures upon educational and kindred topics.

The corps of workers who were with us last week consisted of Mr. White, Secretary of the State Board of Education; Mr. Phipps, General Agent of the State Board; Mr. Walton, the Special Agent of the same,—well known to many of the teachers of Illinois through his series of arithmetics—Mrs. Walton joint author, with her husband, of the arithmetics; Prof. Dickinson, Principal of the State Normal School at Westfield, and Prof. Walter Smith, of Boston, Director of Art Education for the State. Such a corps of instructors meant *work*, and work we had in the truest and best sense from beginning to close of the session. The Institute opened Wednesday evening with a very able address from Mr. Phipps on “The History of Education in the State, and the Faults of our Present Educational Methods,” followed by readings from Mrs. Walton, which elicited, as they deserved, general commendation.

Of the exercises Thursday, I would mention as specially valuable, a lecture of an hour by Mr. Walton on the organization and management of schools, and two reading lessons by Mrs. Walton. Mrs. W.’s method is Pestalozzian. By a skillful presentation of her subject, she led her class to see that there are mental, moral and physical prerequisites to good reading, and to decide how far each is under the control, direct or indirect, of the teacher. Afterward, by illustrative reading of different selections, she led her pupils to decide in each case what force, speed, pitch and volume

would best express the thought and feeling of the author, she giving to the result a special name, as "The Solemn Style," "The Gay Style," &c., which she would have them associate permanently with these selections, thus giving them a standard with which to compare other selections to determine the appropriate style.

Thursday evening, a large audience listened with close attention to an able exposition of the school laws of Massachusetts, by Secretary White.

Friday morning, the Institute met in two sections, one of which was instructed by Mr. Walton in methods of teaching the fundamental rules of arithmetic, the extraction of the roots and map drawing; the other by Prof. Dickinson in methods of primary instruction. Prof. Dickinson is tall and rather slight, with a pale face and very solemn cast of countenance, which however, lights up frequently and very pleasantly with a twinkle of quiet humor in the eye, or a half smile about the lips. But a far less prepossessing face would become interesting when illuminated by the moral earnestness of Prof. Dickinson, an earnestness which I think his regular pupils must find contagious, judging by the unflagging attention which his audience *here* gave him for three and a half consecutive hours, with only five minutes' intermission during the time.

Time forbids me to dwell, as I should like, upon the work done in this section, or to give even a passing notice to the remaining work of the Institute. The Institute closed with a lecture on Friday evening by Prof. Walter Smith, his subject—"The Utility and Practicability of Industrial Art Education in America." Mr. Smith is an Englishman by birth and education, but an American in his sympathy for, and faith in, our people and institutions. Had anything been needed after such a lecture, to send people home well pleased with themselves and the world in general, it would doubtless have been supplied in the readings by Mrs. Walton, with which the evening closed. By the way, it may not have been generally known to your readers that the series of arithmetics bearing their name was the joint work of Mr. and Mrs. Walton. She was deprived of the credit of her work by the publishers persistently refusing to allow her name to appear upon the title page of any of the earlier editions, lest it should spoil the sale, since no one expected (such was the argument) that a woman's work would amount to much in so abstract a science as mathematics. Does it not argue something for the progress which woman is making toward a recognized place in the literary world, that on issuing the later editions, after the lapse of a number of years, these same publishers voluntarily withdrew their objections, and inserted Mrs. Walton's name on the title page?

MRS. ELIZA READ SUNDERLAND.

*PHYSIOLOGICAL BASIS OF MENTAL CULTURE.

BY NATHAN ALLEN, M. D., LL. D.

In the advancing knowledge of physiology it has been discovered that all mental culture should be based upon the brain — that education should be pursued in harmony with the laws of life and health, and that where these are violated, the advantages of the former afford poor compensation. Formerly, no attention, or scarcely any, was paid by school boards and teachers in the matter of education, to the condition of the body or the development of the brain, and even at the present day very little is paid them, compared with what should be given to those great physical laws which underlie all mental culture. The lives of a multitude of children and youth are sacrificed in this Commonwealth by violating the laws of physiology and hygiene, through mistaken or wrong methods of mental training; besides, the constitution and health of a multitude of others are thus impaired or broken down for life. Nowhere else in society is a radical reform needed more than in our educational systems. Inasmuch as the laws of the body lie at the foundation of all proper culture, they should receive the first consideration. But, in educating the boy or girl, from the age of five to fifteen, how little attention is given to the growth and physical changes which necessarily occur at this most important period of life! The age of the child should be considered; the place of schooling, the hours of confinement and recreation, the number and kinds of studies, together with the modes of teaching, should all harmonize with physical laws—especially those of the brain.

The system or mode of treating, in education, all children as though their *organizations were precisely alike*, is based upon a false and unnatural theory. Great injury, in a variety of ways, results from this wrong treatment; in fact, injuries are thus inflicted upon the sensitive organization and susceptible minds of young children, from which they never recover. That many of our most independent and clear-headed educators themselves express so much dissatisfaction with the working and results of our schools affords evidence that something is wrong in the present system. As we contemplate the great improvements made in education for the last thirty or forty years, and are surprised that educators were content to tolerate the state of things then existing, so will the next generation, when still greater and more radical changes shall have been introduced,

*From "Medical Problems of the Day"—a discourse before the Massachusetts Medical Society.

look back with astonishment at this generation, and wonder that it was so well satisfied with its own methods. When our educators become thoroughly convinced that physical development as a part of education is an absolute necessity—that a strict observance of the laws of physiology and hygiene is indispensable to the highest mental culture—then we shall have vital and radical changes in our educational system; then the brain will not be cultivated so much at the expense of the body, neither will the nervous temperament be so unduly developed in proportion to other parts of the system, now so often bringing on a train of neuralgic diseases which cannot be easily cured, and exposing the individual to the keenest and most intense suffering, which all the advantages of mental culture fail, not unfrequently, to compensate.

The more this whole subject is investigated, the more reason we shall find for making allowances or some distinction in scholastic discipline, with reference to the differences in the organizations of children, and for adapting the hours of confinement and recreation, the ventilation and temperature of school-rooms, the number and kinds of studies, the modes of teaching, etc., to the laws of the physical system. But another and still more important change must take place. Some time—may that time be not far distant!—there will be a correct and established system of *mental science*, based upon physiological laws; and, until this era arrives, the modes and methods of education must remain incomplete and unsatisfactory. The principles of this science, in the very nature of things, must rest upon a correct knowledge of the laws and functions of the brain; and, until these are correctly understood and reduced to a general system, all education must be more or less *partial, imperfect* and *empirical*. While the old theories of metaphysicians are very generally discarded, they still have, practically, a powerful influence in directing and shaping our educational systems and institutions. In the selection and arrangement of studies very little attention is paid to the peculiar nature or operation of the various faculties of the mind, or the distinct laws that govern their development and uses. For illustration, instead of educating, drawing out and training, all the mental faculties in their natural order and in harmony, each in proportion to its nature or importance, the memory is almost the only faculty appealed to in every stage of education: and this is so crammed and so stuffed that frequently but little of the knowledge obtained can be used advantageously. Instead of developing the observing faculties by “object-teaching,” appealing to the sense of sight and hearing, those two great avenues of knowledge, or giving much instruction *orally*, we require the scholar to spend most of his time in studying and poring over *books*, mere *books*. The mind is treated as a kind of a

general receptacle, into which knowledge, almost indiscriminately, must be poured, yes, forced, without making that knowledge one's own, or creating that self-reliance which is indispensable to its proper use. In this way the brain does not work so naturally or healthily as it ought, and a vast amount of time, labor, and expense, is wasted—nay, worse than wasted. From this forced and unnatural process there often results not only a want of harmony and complete development of all parts of the brain, but an excessive development of the nervous temperament, and not unfrequently an irritability and morbidness which are hard to bear and difficult to overcome; and not unfrequently it ends in a permanent disease of the brain, or confinement in a lunatic asylum.

When we take a careful survey of the various discussions and diverse theories on this subject, considered metaphysically, and then compare them with the great improvements and discoveries in the physical sciences for the last fifty years, bearing upon the same subject, the change or progress looks mainly in one direction, viz.: that all true mental science must ultimately be based upon physiology. Here is a great work to be performed, and when accomplished it will constitute one of the greatest, most valuable, and most important achievements that were ever wrought in the history of science. A vast amount of positive knowledge has already been accumulated on this subject by various writers, but a great work, by way of analysis, observation and induction, and of further discoveries as to the functions of the brain, remains to be completed. This work must be performed, in a great measure, by persons profoundly versed in the physical sciences; and no small proportion of it must come from the observations, labors, and contributions of medical men.—*Popular Science Monthly for December.*

Prof. Humiston, of Worthington, Minn., described to the *Tribune* correspondent the grasshopper's mode of depositing her eggs in the soil, a subject which he has had excellent opportunity for studying this year. The tail of the female locust consists of a hard, bony, cone-shaped substance, capable of being thrust into the ground from one-half of an inch to an inch in depth. Just above this, on the body of the insect, and attached to it, is the egg cell. The grasshopper is able to push its conical tail down in the ground and leave it there with the cell containing the eggs. The warm sun in the spring causes the eggs to hatch, and the field is covered with millions of young grasshoppers, not as large as a kernel of wheat, just when the tender shoots of grain begin to show themselves above the ground. The damage they do is immense, for they remain a long time in one spot, and work upon the young shoots. Perhaps the best mode of treatment is "back-setting," or ploughing the field, and thus turning the surface soil, with its store of eggs, several inches under. This prevents hatching, and though not a complete remedy, is very useful.—*"Scientific Miscellany," in the Galaxy for December.*

TEACHERS' CERTIFICATES.

BY THEO. ADELMANN.

Comparing the state of the Public Schools in the State of Illinois at present, with that of twenty years ago, we can easily perceive a great improvement, as well in the manner in which schools are managed, as in the school law of the State. But are our schools at a stage of perfection? If not, what is necessary to improve them still more? What has been the cause of the great improvements of our educational system? Undoubtedly, —“*Better teachers.*” What would, therefore, be necessary, first of all, to bring our schools to a still higher stand-point? We answer again: “*Better teachers.*” And in order to obtain a class of well qualified men and women, who will devote their lives to the profession of teaching, it is necessary for our present corps of teachers to improve still more, and it is the duty of our legislature, to aid and stimulate all those who are eager for improvement. We would, therefore, suggest a plan by which this great end could be easily carried out, and would request each reader to consider it well, and we feel assured that no teacher who has his own and his profession’s welfare at heart, will object to the plan. Our object is the entire remodeling of the method of granting certificates.

Let certificates be of three grades. No person, who has not the qualification requisite for the third grade, which would be equivalent to the present second grade, can teach a common school. This third grade should be valid for three years, and no person, wishing to enter the profession of teaching, even normal graduates, should be allowed any higher grade; for the *mere knowledge* of the different branches, does not qualify the teacher, but the self-experience of *teaching* them does. At the expiration of the third-grade certificate, the teacher should be compelled to apply for a second grade, which should also be valid for three years, and which would be equivalent to the present first grade. Should the candidate fail to secure the second grade, no further license should be granted to him, for he is an unsuccessful teacher, and does more harm than good in a school-room. However, if any improvement is evinced since the last examination the examiner may permit him to review his course *once, and only once*. If after six years practical teaching, he is not capable of obtaining a higher grade he had better leave the profession. The same course should be pursued with the second grade. Cer-

tificates of the first grade should be equivalent to the present State certificates, and should be valid in the State for life.

This method would first establish three permanent grades of professional teachers; secondly, it would do away with all unsuccessful men and women attempting to teach. We would ask in conclusion: Where is the teacher, who cannot so improve himself in the course of six, or perhaps twelve years as to obtain the highest grade of qualification requisite? We feel confident that, if our legislature would make the above plan a law, the schools of our State would improve more rapidly, and that the profession of teaching would be much more exalted, and we should get "*better teachers.*"

THE HANDS.

People, with a few unfortunate exceptions, have each two hands. We should not mention this fact were it not that, in the education of the youth, only one seems to be generally considered. Children are taught to hold their knives in their right hands when cutting their food, and when this necessary operation is completed, to lay them down and use their forks while eating, still employing the right hand. The only further instruction they receive in regard to the left hand is to keep it clean in common with the right hand, and not get in the habit of thrusting it into their pockets. They are taught that whenever only one hand is required the preference is to be given to the right. Thus the left hand is, with a large majority of people, a comparatively useless member, employed only to supplement the other in all manual operations. Without pausing to inquire into the origin of the senseless custom, it is sufficient for our purpose to say that it has no foundation in the anatomy of the hand, nor in any natural peculiarity of the human mind. As well might we teach the children to hop about on the right foot, to keep the left eye closed, and to stop the left ear with cotton as to teach them to magnify the value of the right hand at the expense of the left. Nor in renouncing this absurdity would it be necessary to lay aside social conventionalities. The fork may be held in the right hand while eating, and the knife may take its place in cutting food. These are small matters, observed only for conventional reasons. What excuse can there be for neglecting the early and careful instruction of both hands? We are not speaking of an impracticable thing when we say it is possible to rear children so that whatever one hand can do the other may do equally well. We know this has been accomplished in many notable instances where the disability of the left hand has been rectified in spite of all obstacles arising from bad habits acquired in

childhood. We have seen surgeons transfer an instrument from one hand to the other during an operation, whenever convenience required it, without the least awkwardness. We have seen draughtsmen using both hands in coloring drawings, an immense advantage both in rapidity of work and evenness of shading. We have seen working men chop timber "right or left-handed," and one carpenter who used to hammer or saw with either hand, with equal facility. In all these cases the use of the left hand in common with the right gave very much greater efficiency.—*Scientific American*.

EARLY NORMAL SCHOOLS AND THEIR TEACHERS.

The original movement in behalf of Normal schools in this country was a grand step. It was conducted by men of power and of culture. Fine abilities, thorough and extended scholarship, indomitable industry, a glowing enthusiasm and an unruffled moral courage; these were the qualities that gave the movement success. Some of these men, though possessing many elements of greatness, are at present little known by their names. But they are known by the fruits of their deeds. They were content to labor, and left the talking to others. Among these are Nicholas Tillinghast, of Bridgewater, Mass., Cyrus Pierce, of West Newton, in the same State, and David P. Page, of Albany, New York. These were men of no ordinary mould. They belonged to no rings. They were candidates for no office. Of scheming and worldly policy they knew absolutely nothing. They worked for a high end only. They were men of inexorable truthfulness too. Hard workers they were. Indeed their industry was excessive. But their position seemed to demand more work than men ought to do. In their day the Normal school was an experiment, and an experiment conducted under very unfavorable circumstances. Funds for it were very meagerly doled out. Tradition was against it. Many cultivated men were hostile to it. It was an innovation—the introduction of a new agency into the educational field, and the graduates of colleges for the most part, saw no necessity for any such new agency. The battle was a severe one. At the start the odds were terribly against the two or three Normal schools then in the country. But these men wrought as if for dear life. And it was for life, for the life of the idea of Normal training. Everybody knows the result, though few know the cost in labor of the victory that has been won. Nor must we forget the character of that labor. It was not such work as politicians do. It was not of the nature of button-holing, or "wielding influence," or bringing "forces to bear" upon men. Nothing of this. It was work in the study, and in

the school-room. It was unwearied labor to make the Normal school worthy. There was no effort at show. In the classes of these men, there was little to dazzle or impress a committee of legislators. But all was thorough. All was pains-taking, all was upon honor.

Of course, the result was that the Normal school became a permanent thing. When men put their lives thus into any worthy enterprise, there is good reason to hope for success. The Normal school has become popular. Gen. Eaton reports 103 as existing in the United States in 1872.—*Pres. Edwards' Report.*

EDITORS' DEPARTMENT.

Exit '74. Enter '75. "The king is dead." "Long live the king." Get out your balance-sheets. Take an account of stock, mental, moral, physical, material. How much have you grown or *shrunk*? How is your health? The first requisite for the best success in teaching is good digestion. Is the body in as good trim for work as it was a twelve-month ago? No question is more important.

Are the tracks in which you stand a year old? What books have you read since January 1st, '74? How much more demand is there for you? How much moral force have you gained? How much more skillful are you? Infinitely more important—how much more the man or woman are you?

The year has been eventful.

Statesmanship has lost Sumner—immortal name!—and Guizot; the teachers' ranks, Agassiz, Wyman and Crosby. Literature has lost some of its noblest disciples, and other departments have been equally unfortunate. But the great events of the year, after all, have been the thousand unwritten personal experiences through which each has passed, and which have left their marks upon character for good or ill. A word fitly spoken in some obscure school-room, an aspiration aroused in some backwoods district, may be the event of all events in the year of grace 1874.

The Inter-College contest of this State took place in Bloomington, November 20th. Chicago University, the Northwestern, The Illinois Wesleyan, The Industrial, Illinois College, Knox, Shurtleff and Monmouth were represented. The first prize was awarded to Thomas I. Coultas of the Illinois Wesleyan, and the second to J. Frank Stout of the Northwestern. We congratulate our friends of the Wesleyan on their well-earned success, and congratulate ourselves that we have in our vicinity an institution that is winning such golden opinions from the State at large.

Mr. Coultas possesses unusual force as a speaker, and his name will be a familiar one if he fulfills his apparent destiny.

We have received several letters complaining of the non-appearance of the programme of the State association, in our December number. We were

promised the programme by the Executive Committee. Expecting it would appear in time to be bound with the journal, the statement was made. Although THE SCHOOLMASTER was delayed a full week, we were unable to obtain it. It is understood that the Executive Committee has been beset by unusual troubles this year.

With this number the twenty-first volume of the THE TEACHER and the eighth of THE SCHOOLMASTER begins. During the past year the times have been "hard"; of this our readers hardly need reminding. The watchword with school boards has been "economy." Salaries have tended downward. Teachers have been obliged to retrench. In few cases however, we think has retrenchment meant the dropping of the school journal. We have no reason to complain. The support accorded THE SCHOOLMASTER has been reasonably generous. But the new year must witness better things. We ask of the teachers of the State a more cordial support. First of all, see to it that you and your fellow-teachers are subscribers. The sinews of war must be provided or the enterprise fails. The premium list offers unusual inducements to our friends to give us a helping hand. Then write! Give leaves out of your experience. If you have been experimenting in any direction let us have the results. Send us the educational news; we expect to make this department of more interest during the coming year than heretofore. Let us have your criticisms. If we have done an injustice at any time, let us know of it first.

It is our aim to be of especial help to the teachers in the district schools. We expect each number to contain something having direct reference to them. The interests of the graded schools will not be forgotten, and we are promised several articles bearing upon high-school work. The higher institutions will be represented. The matter of supervision, both county and town, will receive due attention.

The journal is yours. *The Teacher*, started under the auspices of the State Association, was a necessity to the builders of our free-school system. It was a rallying point around which men of the most diverse opinions gathered. They all believed in that. In its pages were fought the battles for the good cause. No small share of their successes was due to the use of that instrumentality. The same necessity exists to-day. The old *Teacher* and the younger SCHOOLMASTER have struck hands to carry on the war. Will you help? The one great need of the present is effective county supervision. There is no measure so economical as that—no retrenchment that will save so many precious dollars. It will come just as soon as the schoolmasters say so. And so of other reforms.

The Legislature of Illinois will soon meet in regular session. What school legislation will they attempt? That is a thing no "feller can find out." We know of two or three things they *might* do that would help in the educational work of the State, greatly. One is to take some steps to secure better supervision of schools; it would be the cheapest expenditure of money that could be devised. But we do not propose to discuss the subject now. Some steps ought to be taken to put the Institutes on a better footing. A

it is, Illinois has no *system* of institute-work,—absolutely none. As a result, our institutes are good, bad, and many indifferent. But, if this Legislature cannot, or *will* not, do anything to *help* in education, we sincerely hope they will let the school law alone; of late, there has been a great deal too much *tinkering* with the law; and most of this tinkering has been to make *holes*, not to mend them.

Our Book Table for this month is exceedingly full, and many books have to lie over till next time. It is our purpose to make this department even more prominent than heretofore; and we are thankful to the publishers and booksellers for their many favors. We shall continue to give such books as we receive, and such others as we choose, our careful attention; and we shall tell the exact truth about them, as far as we know how.

Once more we call attention to our advertising pages. Perhaps, there is not another teachers' journal in the country more liberally patronized by first-class advertisers; at any rate, we are sure there is none whose advertising pages contain more valuable advertisements, or those from more honorable advertisers. We will not advertise *humbugs* if we know it; and we mean to know what we advertise.

ERRATUM.—In the first line on p. 394 of the SCHOOLMASTER for December, for “deeper” read “paler”.

Six lines of the President's message are devoted to the “Education of the People:

“The education of the people entitled to exercise the right of franchise, I regard essential to general prosperity everywhere, and especially so in Republics where both education or previous condition does not enter into the account in giving suffrage.”

We admire the sentiment, but the English—well, rhetoric isn't our chief magistrate's strong point.

By an inadvertence, the title page for the last volume of THE SCHOOLMASTER was omitted from our December number. Those who desire to have their numbers bound will be supplied with it upon dropping us a line.

EDUCATIONAL INTELLIGENCE.

ILLINOIS.—We spent for school purposes in the year 1873, 9¼ millions of dollars. 655,500 children were enrolled in school. There were 11,600 schools, 20,800 teachers, 12,000 of whom were women; average pay of males per month \$52 92, of women \$40.51. 6,753 persons between 12 and 21 were unable to read and write. These were about equally divided between the sexes. In addition to the public schools there are twenty-four universities and colleges. These are: Abingdon College, at Abingdon; Augustana College, at Paxton; Blackburn University, at Carlinville; Carthage College, at Carthage; Chicago University, at Chicago, College of Sacred Heart of Jesus, at Chicago; Eureka College, at Eureka; Freeport College, at Freeport; Illinois College, at


Jacksonville; Illinois Wesleyan University, at Bloomington; Knox College, at Galesburg; Lincoln University, at Lincoln; Lombard University, at Galesburg; McKendree College, at Lebanon; Monmouth College, at Monmouth; Northern Illinois College; Northwestern College, at Naperville; Northwestern University, at Evanston; St. Ignatius College; St. Joseph Ecclesiastical College; St. Viator's College; Shurtleff College, at Alton; Westfield College, Westfield; Wheaton College, at Wheaton.

There are seven Female Colleges, and fourteen Business Colleges.

In addition to the two State Normal Schools, and the two county Normal Schools, two of the colleges report Normal courses.

REPORT OF ATTENDANCE FOR NOVEMBER 1874.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor Tardy.	SUPERINTENDENTS.
Chicago.....	38 242	20	35 774	34 381	95-8	7 302	.....	J. L. Pickard.
*St. Louis.....	30 565	30	26 408	24 951	64	5 498	.....	W. T. Harris.
Quincy.....	2 384	20	2 223	2 062	92	595	.....	T. W. Macfall.
Hannibal, Mo.....	1 651	19	1 367	1 245	91	756	427	.....
Belleville.....	1 626	20	.....	1 487	91	350	708	Henry Raab.
Decatur.....	1 569	18	1 504	1 433	91-7	325	790	E. A. Gastman
Rock Island.....	1 516	18	1 357	1 202	94	102	553	J. F. Everett.
E. Denver, Col.....	1 313	18	1 212	1 113	94-3	340	590	Aaron Gove.
Elgin.....	1 051	18	1 000	953	9-3	495	389	C. F. Kimball.
Lincoln.....	813	19	713	660	92-7	195	263	L. T. Regan.
Olney.....	755	19	661	633	95-75	433	.....	D. Edmiston.
Warsaw.....	741	20	676	656	97	193	394	John T. Long.
Marshalltown, Iowa.....	697	18	678	656	96-6	141	367	C. P. Rogers.
Macomb.....	669	20	642	607	94-6	57	344	J. G. Shedd.
Shelbyville.....	605	18	567	527	92	32	296	T. F. Dove.
West Champaign.....	572	20	516	499	96-6	94	141	W. H. Lanning
Sterling.....	537	20	493	460	95-3	115	256	Alfred Bayliss.
Sycamore.....	526	20	475	455	94-3	81	208	Harry Moore.
Mascoutah.....	504	.....	450	438	91	.....	.....	Erwin Auerswald.
Rochelle.....	499	19	378	361	97-6	33	215	P. R. Walker.
Rushville.....	425	19	398	371	93	101	163	Jephthah Hobbs.
Lena.....	396	17	347	327	94-2	423	70	H. A. Smith.
Griggsville.....	381	20	360	344	95-6	47	179	A. C. Cotton.
Minonk.....	372	21	321	300	93-5	212	75	Jas. Kirk.
Petersburg.....	363	21	321	305	95	140	.....	M. C. Connelly.
Warren.....	356	20	314	.....	.....	231	111	D. E. Garver.
South Belvidere.....	353	20	312	293	93-7	14	141	J. W. Gibson.
Martinsville.....	254	22	252	200	84	115	78	J. C. Comstock.
Naples.....	129	22	127	120	93-5	35	44	Chas. DeGarmo.
Buda.....	167	—	162	150	93	74	68	J. N. Wilkinson.

 NOTICE.—These reports must reach us before the 16th of the month to insure publication.

*For one quarter.

Stephenson County.—The Stephenson County Teachers' Institute held a four days session in Lena, Nov. 10th to 14th. It was under the management of Supt. Potter, who secured the services of Dr. Enos, of Cedar Rapids, Iowa, to conduct most of the exercises. The people of Lena generously furnished free entertainment for all the teachers. Over ninety teachers were in attendance. Unfortunately for the success of the Institute, there was not the harmony of feeling between Dr. Enos and the teachers, that should have prevailed. This was caused by some remarks of the Doctor's in the early sessions. The force of many of the Doctor's points was lost by his manner of saying them. While he claims that the teachers west of us are more enlightened than we are, we do not

believe that he fairly represents the opinions of the Iowa teachers in regard to certain points. We certainly are not yet prepared to receive as pedagogic truths, things that he would have us believe are such. The Doctor lectured two evenings, but did not give satisfaction to either teachers or citizens. Prof. Piper, "the itinerant," was with us three days, and was the life of the Institute. His lecture was very highly spoken of by all. It was ascertained that of the teachers present, but thirteen were subscribers to an educational publication—six of these were Lena teachers, who take the *SCHOOLMASTER*. A Teachers' Association was formed to meet quarterly; C. W. Moore, of Cedarville, Pres. First meeting in Freeport, Jan. 2, 1875.

Effingham County.—The Effingham County Teachers' Institute will meet at Altamont, at 10 o'clock, Tuesday, Dec. 29, 1874.

The following is the programme for each day: Opening Exercises, 9:10; Business, 9:20; History, by J. Britton, 9:40; Arithmetic, by Julia V. Phifer, 10; Zoology, by Mattie M. Hicks, 10:40. Recess. Philosophy, by W. H. Deits, 11:30; Botany, by J. W. Cokenower, 12:00. Intermission until 1:30. Physiology, by J. W. Cokenower, 2:00; Grammar, by Owen Scott, 2:30; Reading, by G. M. Locrone, 3:00. Recess. Geography, by Chas. Clough, 3:40; Orthography, by Jas. C. Granger, 4:10.

A discussion of each branch will follow the exercise.

Arrangements have been made for entertainment at reduced rates. Every teacher in the county who intends following this profession is expected to be present or give a valid excuse for absence.

OWEN SCOTT, Co. Supt.

Mason County.—The teachers of this county are decidedly wide awake. In Mason City, a City Teachers' Institute is organized, which meets monthly. The third meeting was held Saturday, Dec. 5th, Pres. Badger, presiding. Forty members were present. Mrs. S. E. Pierce furnished excellent music for the occasion. Exercises were given in Geography, by G. S. Hamilton; in Reading, by Mrs. Pierce; in Percentage, by Prof. Williamson; in Parsing, by S. M. Badger; in Object Teaching, by Miss A. L. Fuller; L. A. Reed and Miss Katie Skinner gave selected Readings. School Government and Geography were discussed by the members.

The *Independent* says:

There are now four regularly organized Institutes in this county, and the attendance at their stated meetings, as well as the interest manifested by the members in the exercises, evidences a high appreciation of their value. We believe Mason County is leading the van in this respect, notwithstanding a talented member of the Board of Supervisors denounced these Institutes as "monopolies." While Mr. Badger, the County Superintendent, is entitled to much credit for inaugurating and organizing these Institutes, the teachers are also doing their duty in sustaining them, and the salutary result is felt in the schools of the county.

The next meeting will be held Saturday, Jan. 9.

At the Havana Institute, Mrs. Low presented a paper on the Kinder Garten system. Prof. Kingsbury discussed the same topic, and also gave an exercise on Methods of Teaching Reading. Miss Kate Kemp entertained the teachers with a reading, and S. A. Murdock gave a writing exercise. The Institute meets again Dec. 19th.

The *Independent* has the following:

The directors of the Daniel's School have very much improved the appearance and comfort of their school house by putting in the Eureka School Desks and seats—what a pity it is that many others do not follow their example—and, under the care of Mr. Shaw, the school is progressing finely. A new school house is building at Snicarte, G. W. Merris has charge of the school. The genial and good natured B. F. Rochester has charge of the Carpenter school, one of the best schools in the county—Miss Annie Beesley is having a very good school in the Fair View district. Mr. H. C. Allen conducts the school on the "Island," which can be reached by boats or pontoons.

[FROM EL PASO JOURNAL.]

Woodford County.—El Paso Teachers' Association met Saturday, Nov. 21st. Mr. Huffman resigned his position as President. Mr. Mammen, by vote of association, was elected to fill the position. First exercise conducted by Mr. Evans in Geography, touched upon many points that require thoroughness in this branch. History—Mr. Mammen. The very important value of dates was tested. Spelling—Mrs. Hoagland. Thoroughness is the road to excellence, truly. "Willie's and Annie's prayer"—read by Prof. Lakin. Zoology—by Mr. Mammen,—touching briefly upon the classification of animals, and after classification, methods of treating classes. Mr. Huffman, in charge of Arithmetic, was of necessity called away. The teachers in charge of Grammar and Chart-work being absent, the time was, to the great benefit of all present, spent in discussion. Committee on Programme for Dec. 17th, presented the following: Notation and Numeration—by Miss M. Wood. Grammar; topic, Voice—Mary Reynolds. Physiology; Eye—by Mr. Mammen. Philosophy; Sound—by Mr. Huffman. History; topic, Revolution—Arthur Burnett. Physical Geography—T. T. James.

MRS. HOAGLAND, B. B. LAKIN, J. EVANS, Committee.

McLean County.—From the County Superintendent's Annual Report for this county, we take the following summary, for the year ending September 30, 1874.

Number of persons under 21 years of age.....	28,292
" " between 6 and 21 years.....	19 113

Whole number of pupils enrolled.....	14 299
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Whole number of districts.....	253
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Number of districts having school 5 months or more.....	246
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" of free public schools sustained.....	236
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Average number of months school sustained.....	7.6
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Total number of days attendance.....	1,317,065
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Certificates granted during the year—

	First Grade.	Second Grade.	Provisional.	Total.
Gentlemen.....	21	125	18	164
Ladies.....	14	188	14	216
Total	35	313	32	380

Whole number of school houses.....	278
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Number built during the year.....	0
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Financial statistics—

Balance in hands of treasurers, Oct. 1, 1873.....	\$ 48,325 04
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Receipts from all sources.....	212,697 52
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Total.....	\$261,022 56
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Paid male teachers.....	\$53,391 83
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" female	67,308 98
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All other expenses.....	99,780 54
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Total expenses.....	\$220,481 35
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Balance in hands of treasurers.....	40,541 21
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Total.....	\$ 261,022 65
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Winnebago County.—The Superintendent, Mrs. Mary L. Carpenter, presented a model report to the Board of Supervisors at their recent meeting. This report was referred to a select committee of five members; who, after due deliberation, presented resolutions heartily commending the report, and ordering that the Superintendent be allowed two hundred and fifty days' service. The resolutions were passed by a large majority. We have Mrs. C.'s report in hand; and had hoped to give most of it a place in this number of the SCHOOLMASTER, but the press on our columns was too great this time.

SYNOPSIS OF REPORT OF COMMON SCHOOLS, KNOX COUNTY, FOR THE YEAR ENDING SEPT. 30, 1874.

Whole No. persons under 21 years old.....	18,900
" " between the ages of 6 and 21 years.....	12,815
" pupils enrolled in public schools.....	9,833
" in private schools.....	148
" students in colleges.....	823
No. between ages of 12 and 21 who cannot read.....	19
No. gentlemen teachers in public schools.....	139
No. lady teachers in public schools.....	280
No. Schools sustained.....	182
No. months schools sustained.....	1,310
Average No. months school sustained.....	7.2
Amount paid gentlemen teachers.....	\$28,096 74
Amount paid lady teachers.....	41,272 70
Average monthly wages paid gentlemen.....	50 10
Average monthly wages paid ladies.....	33 56
No. graded schools.....	10
No. High Schools.....	10
Grand total days attendance in public schools.....	840,366
No. public school houses: brick, 16; frame, 176; log, 1.....	193
No. districts having libraries.....	20
No. volumes in libraries added this year, 187.....	1,519

FINANCIAL STATISTICS.

Total receipts for year.....	\$130,641 91
Paid teachers.....	72,369 00
Total expenditures.....	\$109,747 55

EXAMINATIONS:

Total No. examined.....	538
No. gentlemen rejected.....	28
No. ladies rejected.....	77
Per cent. of applicants rejected.....	18.2

CERTIFICATES;

First grade, gentlemen, 33; ladies, 34.....	67
Second grade, gentlemen, 80; ladies, 195.....	275
Provisional, gentlemen, 40; ladies, 58.....	98
Total granted.....	440
No. schools visited.....	10
No. schools not visited.....	183
No. days spent in examination.....	40
No. days Institute work.....	6
No. days office work.....	79
Total No. days official service.....	124

COMPENSATION.

Amount received as per diem.....	\$577 00
Amount received as commission.....	323 32
Total compensation.....	\$900 32
Amount of principal of county fund.....	\$509 80

MARY ALLEN WEST, Co. Supt. of Schools.

Clark County — Marshall—The schools are in a prosperous condition,—about four hundred pupils, and seven teachers besides the Principal. Mr. L. S. Kilborn is Principal and Superintendent. This is the second year of graded schools in the town

ILLINOIS NORMAL.

We present a few extracts from the report of President Edwards, to the State Board of Education.

During the year ending with June, 1874, eighty-two counties were represented in the school, by 432 pupils. In addition to this, seven other States had sixteen representatives. The model school, for the same time, numbered 316.

"During the present term, the Normal University has contained 530 pupils, distributed as follows: In the Normal Department, 315; in the High School, 79; in the Grammar School, 90; in the Primary School, 46. In the recent examination for the admission of new pupils, there were 172 candidates. Of these, 143 were admitted, seventy-five of them on certificates of ap-

pointment, and first grade teachers' certificates, and 73 on examination. The number examined was 106, of whom 73 were admitted, and 33 rejected on account of imperfect literary qualification. So that the rejections were 31 7-53 per cent. of the number examined. By this care in sifting, the grade of scholarship has been much improved. It ought to be added that some of those received on certificates are afterwards found to be poorly qualified. The cause of sound learning would be promoted by a more thorough examination on the part of county superintendents."

Sixty-nine counties and eight other States have been represented :

"The present organization of the school is much better and more complete than heretofore. In past years, there has been a lack of general supervision. It has been the practice to assign to the president, or responsible superintending officer, a number of classes and a considerable amount of other specific work. The result has been that general supervision, including a full and accurate knowledge of all the movements, in every part of the building, was impossible."

"It is not too much to say that it is work enough for one man to superintend this large school, without attempting any specific duty. This sentiment was suggested by the first head of the institution when its pupils numbered but little more than one-third of what they do now. See 3d Rep. page 108.

But by the recent action of the Board these evils have been largely remedied. The special supervision of pupil-teachers has been entrusted to Professor Metcalf, a man whose fitness for the work is more than conceded by every one who knows him. This was perhaps the most distracting duty formerly devolving upon the president, and at the same time, on account of the constant interference of other duties, the most difficult to perform with satisfaction."

"At the present time 50 of the Normal pupils are employed for one hour each day in conducting classes in different grades. Fifty others give an hour each day to observing the work of the first fifty. When the middle of the term is reached, these two squads exchange duties, the observers taking the place of the teachers, and *vice-versa*. Every teacher keeps a diary of his daily work, in which he inserts an account of the work of each recitation, noting the points considered in it, also all notable cases of success or failure on the part of both teacher and pupils, and as far as possible the causes thereof. Every observer keeps a record of his visits, and of all that he sees that is worthy of observation. He notes the work done and the manner of it. He points out excellences and defects, and suggests the causes of both, and shows, as far as possible, how the latter may be avoided. Every week a meeting is held of teachers and observers, at which the diaries and reports are read, or as many of them as the time will allow. Four terms of such teaching and observing are required of each pupil before graduating.

This whole work is under the supervision of Prof. Metcalf, assisted by Miss Gertrude Case. All the time of these two accomplished teachers is given to this duty. By personal observation of the teaching of individuals, by private inspection of diaries and reports, by private interviews with the pupil-teachers, and by the use of the weekly public meetings already referred to, they seek to enlighten the young teachers in respect to the philosophy of their work, and to improve the character of the teaching."

"Among the subjects taught in the institution, the natural sciences hold a prominent position. With the museum of natural science, and its thoroughly classified and catalogued contents, entirely and easily accessible to every student that wishes to study them; with the ripe attainments of Dr. Sewall, and the intense enthusiasm of Prof. Forbes, to direct and inspire the student; it is believed that the Normal furnishes an excellent opportunity for acquiring a thorough and practical knowledge of these sciences. As a consequence, the interest that has been awakened in the classes on these subjects is very marked. No other class of studies is, on the whole, more popular. In none is the desire for instruction and progress more eager."

"Recently a vigorous effort has been made to meet the educational demands of the time by a more thorough and scientific attention to drawing. The methods of Prof. Walter Smith of Massachusetts, are now thoroughly introduced, in their elementary stage, and good results are confidently looked for. The services of a lady thoroughly trained in these methods have been secured, and already a good degree of interest has been aroused among the pupils.

"The mass of the students in the Normal University come from the middle walks of life. A recent census of the school shows that nearly three-fourths of the State beneficiaries are children of farmers and mechanics."

"Since the organization in October 1857, 3,258 persons have been admitted into the Normal Department. Of these, 241 have completed the course and received the diploma. During the same period the Model school, in its different grades has received about 2,530, of whom 22 have received diplomas as graduates of the High School. About 25 per cent. of the pupils of the Model school become teachers. The pupils of the Normal department are largely composed of persons already teaching, who would continue to teach whether their attainments were improved by attendance upon the Normal or not. Thus it appears that 6,188 persons have been for a longer or shorter time, instructed by the faculty of the institution, and subjected to its discipline and moral influence. Of these, about 4,000 must have become teachers for a longer or shorter time.

The Fall Term closed very pleasantly on the afternoon of the 17th. President Edwards, in the course of his closing remarks, declared that he thought this term had been the pleasantest in his teaching experience. We think he meant it; but, then, *young men* are wont to be enthusiastic. At the close of his remarks, the young men called for speeches from members of the Board who were present, and from other members of the Faculty. "Father" Roots and others said a few words; and all parted in the best of humor. Most of the students will return next term, which begins January 4th.

The meeting of the Board of Education was held on the 16th; it was fully attended, and was very brief and harmonious. President Edwards's Report to the State Superintendent is a very full and carefully prepared document. It gives much valuable statistical information concerning the Institution, and includes quite a full discussion of the Normal-School Problem. It will be printed in pamphlet form. We were visited during the last weeks of the term, by all the McLean county members of the Legislature, and by Supt. Etter. All expressed themselves pleased, and hopeful for the future.

The instrument, from the house of Queen & Co., that made Prof. Sewall so glad, is a *spectro-scope*, not a *stereo* scope, as we carelessly said in the December SCHOOLMASTER. It is a very superior instrument, and is much simpler in its structure than some of those made at an earlier period.

Rev. F. M. Ellis, of Chicago, gave the first lecture of the Normal Lecture-course, at the Baptist church, on Friday evening, Dec. 11th. The subject was "Muscle and Brain," and the expression of his audience was one of general satisfaction. Dr. Sewall, Dr. J. M. Gregory, Pres. Fallows, and Pres. Edwards are to follow. The course will also include a public Reading by some popular elocutionist.

The Annual Contest of the Philadelphian and Wrightonian Societies occurred on the evening of December 16th. We think the general average of the exercises was higher than on any former occasion. The total result was pretty evenly balanced, as will be seen from the report below, but the victory, on the whole, remained with the Philadelphians. We gave a list of the performers in our last number, but omitted to say that Misses ANNA B. SIMMES and MARY L. BASS would edit the Philadelphian paper, and Misses HATTIE SMITH and AGNES E. BALL, the Wrightonian paper. Hon. A. E. STEVENSON, Pres. FALLOWS and E. L. WELLS were judges of the Literary Exercises, and *Mesdames* DE MOTTE, NICCOLLS and FELL, judges of the music. The result of the contest was as follows:

	Philadelphian.	Wrightonian.
Debate.....	9.12	9.01
Paper.....	9.30	9.43
Orations.....	9.45	9.25
Instrumental music.....	7.50	9.53
Vocal music.....	9.16	5.50
Total.....	8.99	8.74

A large and appreciative audience were quietly "held" for three hours and a half.

Hon. S. M. ETTER has gone east to visit the Departments of Public Instruction in several of the Eastern States.

Prof. FORBES has found a new *rock*, it is *rock the cradle*; he proposes to keep the specimen in his private cabinet.

Prof. COOK is constantly quoting to himself a passage from one of the old prophets; see Isa. 9:6, first clause.

WILLIAM SIMPSON is teaching a country school, twelve miles south of Springfield. His term is eight months in length.

SOUTHERN ILLINOIS NORMAL.

The first term closed on the 4th of Dec. Two days were devoted to written, and one to oral, examinations. Four of the Trustees were present and held a meeting on the 2d and 3d. On recommendation of the faculty, the High-school department was merged in the Normal; so that the model school consists of Primary and Preparatory departments only. The tuition was lowered to \$8 per term, for Normal; \$6 for Preparatory; and \$2 for Primary. Many persons showed their interest in the University by visiting it during the closing days of the term. On the whole, the trustees and faculty feel satisfied with the term's work. Some of the students, however, are far from being satisfied with the marks they received.

The second term was ushered in with the morning of the 7th. The first day witnessed an enrollment of 114 names, a gain of 24 over the corresponding day of last term. So far, Dec. 9th, over 130 names have been entered on the rolls. It is believed that there will be a considerable increase in numbers over the first term. This is as it should be.

Our winters, in this part of the State, are mild and pleasant; our facilities for instruction are excellent, and we have *lots of room*.

Miss Mason has recovered her health, and is again at her post, to the delight of the little folks under her charge. Miss Wright is recovering, and will be able to take her seat after the holidays.

Prof. Parkinson delivered a lecture to the students upon the *Pendulum*, during the month. His illustrations rendered it very entertaining and instructive. The Payson, Duntou & Scribner system of penmanship has been adopted, and is now in use. It is currently reported that the hot-air flue which warms the assembly room is bewitched. Instead of giving us heated air it seems to prefer furnishing us a decidedly vile quality of coal-smoke.

Mr. John W. Law, one of our best students, has left us to take charge of a school. He will be back in the spring. The University will have a vacation of two weeks, beginning on the evening of the 18th.

BOOK TABLE.

A School History of Germany; from the Earliest Period to the Establishment of the German Empire in 1871. By BAYARD TAYLOR. New York; D. APPLETON & CO. pp 608; price \$1.75

Mr. Taylor ought to be well prepared to write a history of Germany; and, in the book before us, he has certainly packed a great deal of information. We presume this information is trustworthy, although we do not profess to have tested it in this respect. We have read through the entire book, and found it to grow more and more interesting as we progressed.

The author well says, in his preface: "The History of Germany is not the history of a nation, but of a race. It has little unity, therefore; it is complicated, broken, and attached on all sides to the histories of other countries. In its earlier periods it covers the greater part of Europe, and does not return exclusively to Germany until after France, Spain, England and the Italian States have been founded."

His book gives these words a truthful significance. It is the history of a race turbulent and war-like,—a race whose fortunes are strangely mixed with all the other European nations for nearly two thousand years,—a race which, in that time, emerged from the depths of barbarism to become in our day the foremost race of the world. The history of such a people must be full of the deepest interest. Perhaps, it was impossible to write their history without filling its pages with stories of war, almost to the exclusion of anything else. And, yet, it is the tendency at present to fill our histories,—at least, our school histories,—with less of war and more of other things that are more pleasant, and it may be, more instructive. But this history ought to be a "peace-tract," of rather formidable dimensions, for it certainly gives us a terrible picture of the ravages of war.

Take this passage, on p. 409, concerning the destruction wrought by the "Thirty Years War:" "The slaughters of Rome's worst Emperors, the persecution of the Christians under Nero and Diocletian, the invasions of the Huns and Magyars, the long struggle of the Guelphs and Ghibellines, left no such desolation behind them. At the beginning of the century, the population of the German Empire was thirty millions. When the peace of Westphalia was declared, it was scarcely more than twelve millions! Electoral Saxony, alone, lost 900,000 lives in two years. The population of Augsburg had diminished from 80,000 to 18,000, and out of 500,000 inhabitants, Wurtemberg had but 48,000 left. The city of Berlin contained only 300 citizens, the whole of the Palatinate of the Rhine but 200 farmers. In Hesse-Cassel, seventeen cities, forty-seven castles and three hundred villages were entirely destroyed by fire; thousands of villages, in all parts of the country, had but four or five families left out of hundreds, and landed property sank to about one-twentieth of its former value. Franconia was so depopulated that an assembly held in Nuremberg ordered the Catholic priests to marry, and permitted all other men to have two wives. The horses, cattle and sheep were exterminated in many districts, the supplies of grain were at an end, even for sowing, and large cultivated tracts had relapsed into a wilderness. Even the orchards and vineyards had been wantonly destroyed wherever the armies had passed. So terrible was the ravage that in a great many localities, the same amount of population, cattle, acres of cultivated land and general prosperity, was not restored until the year 1848, two centuries afterwards!"

Mr. Taylor's book shows, in many places, that he does not hold the Papal authority in very high respect; and we venture that his book will not be a favorite in Romish schools. His picture of the great "Council," at Constance, in 1414, is vivid. "It was one of the most imposing assemblies ever held in Europe. Pope John XXIII personally appeared, accompanied by 600 Italians; the other two Popes sent ambassadors to represent their interests. The patriarchs of Jerusalem, Constantinople and Aquileia, the Grand Masters of the Knightly Orders, thirty-three Cardinals, twenty Archbishops, two hundred Bishops and many thousand priests and monks were present. Then came the Emperor Sigismund, the representatives of all the Christian powers, including the Byzantine Emperor, and even an envoy from the Turkish Sultan, with 1,600 princes and their followers. The entire concourse of strangers at Constance was computed at

150,000, and thirty different languages were heard at the same time. Gamblers, mountebanks and dramatic performers were also on hand; great tournaments, races and banquets were constantly held; yet, although the council lasted four years, there was no disturbance of the public order, no increase in the cost of living, and no epidemic diseases in the crowded camps."

The book is quite fully illustrated with pictures and maps; but they are not as well executed as they might be; and too many of the pictures are battle-pieces. The paper is too thin, and the pictures show through the leaf; in some places, the lines are not straight; some words are divided at the ends of the lines in other places than between the syllables; and there is some careless proof-reading. There is occasionally an ungrammatical sentence. On p. 85, we find "*corporeal* punishment;" on p. 373, *cowardly* is used as an adverb.

We have expressed our appreciation of the book; but we think it has serious faults as a *text-book*; it is almost wholly lacking in the tables, schemes, captions and other devices which teachers find so helpful to the memories of the pupils. The story just runs on, in a continuous stream, for more than 600 pages. It is true there is a chronological table at the end; and, there are questions at the bottom of the pages: of what use are they? Mr. Taylor has done a great many things, and done them well; but judging from this book, he has not had much experience as a *teacher*.

The reader will find in the book, the origin of a great many words and sayings explained; among them, we mention several: "Guelph" and "Ghibelline," p. 204; "Protestant," p. 345; "Mennonite," p. 350; and "Great cry and little wool," p. 285.

The Franklin Sixth Reader and Speaker. By GEORGE S. HILLARD and HOMER B. SPRAGUE, with an introduction on Elocution, by PROF. SPRAGUE. Illustrated. Boston: BREWER & TILESTON. 1874.

The binding is substantial, the type clear and large and the general appearance good. The book contains 444 pp. One hundred are devoted to the introductory treatise on elocution. This begins with a discussion of *force*. The elementary sounds are examined as to their fitness to express strength. Selections are contrasted and the idea that *force* is an element of vocal expression is evolved. A similar plan is followed to develop the ideas of *volume*, *movement*, *pitch*, *stress* and *quality*. Numerous illustrations are given of the subject under discussion and of its converse; for illustration, under *volume* we have contrasted,

"Roll on, thou deep and dark blue ocean, roll!
Ten thousands fleets sweep over thee in vain"

and

"Wee, sleekit, cow'rin, tim'rous beastie,
Oh, what a panic's in thy breastie!
Thou need na start away sae hasty,
Wi' bickering brattle!"

Under the discussion of SLIDES, the philosophy of inflections is touched upon and the effect of different forms of expression noted.

Twenty pages are given to "Suggestions in Regard to Vocal Expression," with many examples. Forty-five pages are devoted to "Gesture in Elocution." This is illustrated by *sixty-five* cuts, which give as many postures. These are arranged in related groups and are carefully explained.

So much for the contents of the INTRODUCTION; now as to their merits.

Are we to understand that there are but fourteen vowel sounds in our language? (p. 13).

The illustrations of differences are very good, and the remarks accompanying are sensible. The statements respecting the effects of various forms of expression have but one fault; they are too few in number. Why do not the book-makers devote a generous share of their space to this all-important part of reading? "What does this sentence mean when read in this way?" "What, in this?" "How shall it be read to convey this thought?" These are the questions which the teacher should be continually asking.

Although the chapter on "Gesture in Elocution" can be of no value in ordinary reading exercises, it can be made of great value in connection with rhetorical exercises, and will help many a poor fellow, who is painfully conscious of having hands and arms, to dispose of those superfluous and troublesome members.

The body of the book contains one hundred and sixteen selections, half of which are poetry. They represent the literature of three centuries. There is no straining after the "new," although there is no lack of it. There is variety, and of that that is good.

Among the selections we note those beautiful lines of Bryant's, "To a Waterfowl"; an extract from Senator Shurz's oration on Charles Sumner; Lowell's "Winter" from "The vision of Sir Launfal"; "Death and Burial of Little Nell"; "The Pilgrim Fathers," which will be printed in the next number of the *THE SCHOOLMASTER*; Dialogue from "Ivanhoe"; Whittier's "Abraham Davenport"; "Richelieu's Vindication" from Bulwer's Drama; "The Launching of the Ship," and many others of the same tone.

We do not esteem illustrations in a book of this grade very highly, but some of these are very good—especially those on pp. 131, 194, 366 and 415.

We close this volume with the conviction that it is a *good book*.

Sunny Shores, or Young America in Italy and Austria. By OLIVER OPTIC. Boston: LEE & SHEPARD. New York: LEE, SHEPARD & DILLINGHAM. Sold by HADLEY BROTHERS, 136 State Street, Chicago. Price \$1.50.

This is a book of 409 pp., well bound and neatly printed. It is one of the second series of "Young America Abroad," so popular with the boys and girls. It "contains the history of the Academy Squadron on the voyage up the Adriatic Sea, and to various points on the Mediterranean, with the experience of the young tourists in Austria and Italy. An outline of the history of each of these nations is given, with some account of its form of government, and other useful information. In this book, the description of cities, and the objects of interest in them, are given in the form of a journal written up by the students": we quote from the preface.

The chief places visited were Vienna, Venice, Rome, Florence and Genoa. The descriptions are lively and interesting, and, in addition, are exceedingly instructive. A small quantity of romance is used in seasoning the story, and it is thereby rendered exceedingly palatable to the young.

This plan of imparting information in history and geography is in no danger of being too highly commended. Every teacher should keep a few good books for the purpose of supplying those of his pupils who desire reading matter. This volume is well adapted to such an end. It will be sent by Hadley Brothers on receipt of price.

Introduction to Algebra, etc. By EDWARD OLNEY. New York: SHELDON & COMPANY. 216 pp. Price \$1.00.

Every page of this little book shows that it was prepared by a practical teacher. He anticipates the troubles that pupils find, and takes great care to guard them against

the mistakes that they are especially likely to make. In the beginning of his preface, he says: "This little book is, as its title imports, a mere introduction to algebra. It is its purpose to make the transition from the Arabic notation and common arithmetic, to the literal notation and algebra, as simple and attractive as the nature of the subjects will allow." And he has kept this purpose steadily in mind; and, in our opinion, he has succeeded better in it than any other author that we have read. This book makes an excellent stepping-stone to Prof. Olney's admirable series of algebras.

The topics treated of are Notation, Co-Efficients and Exponents, the Ground Rules, Factors, Fractions, Simple Equations, Ratios, meaning of Fractional and Negative exponents, Radicals, and Pure and Affected Quadratics; and we will venture to say that any youth who will thoroughly master this little book will *know* more of the subject than many do who have "gone through" the University algebra.

Among the topics that he has treated especially well, we mention "The Significance and Use of Literal Notation," "The Laws of the Signs in Multiplication and Division,"—*that vexed subject*,—"Factors and Factoring, and the uses of factors in Division, Least Common Multiple and Greatest Common Divisor." His explanation of the Equation and the manner of using it, p. 90, etc., is excellent. He leads the pupil in the right way to *Transposition, Clearing of Fractions, Changing Signs, etc.* His plan of following numerical questions with literal questions just like them, on p. 121 and elsewhere, we highly commend. His treatment of Fractional and Negative exponents is especially clear.

This book is made of good paper, is well printed, and has an excellent appearance both outside and inside. One of its very best features is the *general omission of answers*: "in the Millennium," all books intended for pupils' use will be like this one, in this respect. We suppose ambitious teachers will reject this book for use in the district and graded schools because of its small size; but it is large enough for all ordinary purposes.

Our commendation of Prof. Olney's work is not unmixed; we are surprised that so careful a man as he is, should suffer himself to use some expressions that we find;—"a divisor goes into," p. 60; "3a times as small," p. 76; "15 is how much more than 15-3?" (the meaning being *how many times as much*) p. 77; "times greater," "times too great," "times too small," p. 80. These are wretched expressions; and we ask the author to look at them and then look at the first paragraph on p. 126. We should not direct pupils to "change signs and add" in Subtraction; and we believe the definition of Ratio, p. 127, can be improved.

Physical Geography. By ARCHIBALD GEIKIE, LL. D., F. R. S. New York: D. APPLETON & Co. Sold in Chicago, by JANSEN, MCCLURG & Co. pp. 110 small; price, 50 cents.

This little book is one of the "Science Primers;" its appearance is neat, the paper, good, and the print and illustrations, well done. Its title is rather a misnomer, as the author has hardly done anything with what is really Physical Geography; but this work is mostly with topics that must be studied before Physical Geography can be understood, but which really belong to Natural Philosophy. More than half the book is devoted to Air and Water,—their forms and phenomena.

The author's style is simple and instructive; and the subjects he discusses are of great practical importance. Here is a good book for young country teachers in Illinois, especially if they are trying to "work up" the *new studies*.

Notwithstanding the appendages to the author's name, his language can be improved in a few instances. We notice the use of "apt" for likely, p. 5 and elsewhere; "three times more" for three times as much, p. 86; and we quote the following sentence from p. 5: "Even in a town, therefore, you can follow how changes in the sky lead to changes on the earth."

"The air heated by the poker immediately rises, and its place is taken by colder air;"—this is found on p. 24, and it is repeated in substance over and over again. Why does he not say that "Nature abhors a vacuum?" Seriously, is it not time to stop giving pupils, this *wrong-end-first* statement? He says, p. 107, "Volcanoes are found in all quarters of the globe;" is this true?

These blemishes ought to be removed, for the book is worthy to go into the hands of a multitude of young teachers.

A System of Logic, Ratiocinative and Inductive, etc. By JOHN STUART MILL. Eighth Edition. New York: HARPER & BROTHERS. pp. 659; price \$3.00. For sale in Chicago, by JANSEN, MCCLURG & CO.

We have not the ability, and the SCHOOLMASTER cannot spare the pages, for any extended discussion of the plan and merits of this truly *great* book; and were this not so, we should be traversing fields already explored by the ablest men, who have fairly expressed their commendation and criticism. But, we are sure that any young person who wants to think, and who is prepared to think, will find in this book much by way of incentive and help. Open the book at random, and one cannot read far without finding something to interest, and something to arouse thought.

Primary Short Course of Penmanship, adapted for use with Payson, Dunton & Scribner's National System, No. 4. New York and Chicago: WOOLWORTH, AINSWORTH & CO.

This little series consists of four books; the first two are *tracing-books*. Their object is to train the muscles for the work of writing. The book before us is the highest of the series; and it is a *gem* of neatness and good taste. The copies are in the full, fair, simple hand of the P. D. & S. system. On the covers are directions for Position, Pen-holding, Rests and Movements, and for the conducting of simultaneous writing exercises.

Poems of the Farm and Fireside. By EUGENE J. HALL. Chicago: JANSEN, MCCLURG & Co. 1875. Black and Gold. Fully Illustrated. Price, \$1.75. The same full gilt. Price, \$2.25.

This beautiful volume is especially adapted to holiday wants. It is elegantly bound and finely illustrated. The poems have already attracted considerable attention from the reviewers. Though not characterized by especial literary merit, they are of a character to become popular on account of their simplicity, and of the number of points at which they touch actual life. They smack of Will Carleton somewhat, but more on account of the topics than of any especial resemblance in the treatment. They are poems of the farm and fireside, as they claim, and they surround the hard experiences of life with an atmosphere of sentiment, and must do much to soften the hard places in the lives of the laboring classes. The book will be sent by mail on receipt of price. We will send the black and gold edition and the SCHOOLMASTER for \$2.75, or the full gilt and SCHOOLMASTER for \$3.00.

PERIODICALS.

The first number of *The New England Journal of Education* will be published at Boston, January 2d, 1875, under the auspices of the American Institute of Instruction, and the Teachers' Associations of the several New England States. Hon. T. W. Bicknell resigns his position as Commissioner of Public Schools of Rhode Island, to assume its editorial management, and Chas. C. Chatfield, of New Haven, Ct., removes to Boston to take charge of the publishing. *The Journal of Education* will be issued weekly, each number containing twenty pages, of the size of the *Christian Union*, at the subscription price of \$3.00 per year, including postage; with *SCHOOLMASTER*, \$3.50.

Teacher's Index to the Magazines for December.—As we promised in our last number, we here attempt to give a reference-index to such articles in the popular magazines as have *special* value to persons engaged in school-work. We intend to continue this index through the year:

LITERATURE.—Review of T. B. Aldrich's Poetry. By Edgar Fawcett. *Atlantic*; p. 671.

Review of Robert Browning's Poetry. By Edmund C. Stedman. *Scribner*; p. 167.

"A Life of Letters." An address to the graduating class at Vassar College. By E. E. Hale. *Old and New*; p. 655.

Bancroft's History. A Critique. *Old and New*; p. 743.

Recollections of Charles Lever. By T. Adolphus Trollope. *Lippincott*; p. 713.

SCIENCE.—Old Weather Signs. *Old and New*; p. 720.

Transit of Venus. (Explanatory with Illustrations.) *Popular Science Monthly*, p. 214; *Harper*, p. 25; *Scribner*, p. 183.

Physical Effect of Emotion on the Heart. By H. C. Wood, Jr. *Lippincott*; p. 699.

Water Color Painting. By Henry S. Mackintosh. *Atlantic*; p. 694.

Natural History of the Oyster. II. *Popular Science Monthly*; p. 157.

Instruments in Physical Progress. Address. By Prof. Joseph Lovering. *Popular Science Monthly*; p. 197.

American Science. By Prof. Newcomb. *Popular Science Monthly*; p. 237.

River Hydraulics. *Popular Science Monthly*; p. 238.

Inventions. (Ploughs, Locomotives, Threshing Machines, etc., with Illustrations,) *Harper's*; p. 67.

GEOGRAPHY.—Martha's Vineyard. By N. S. Shaler. *Atlantic*; p. 732.

Kentucky and Tennessee. (Illustrated.) *Scribner*; p. 129.

Madeira. (Illustrated.) *Scribner*; p. 210.

Foretelling River-Floods. *Scribner*; p. 191.

Early Study of Geography. *Popular Science Monthly*; p. 212.

The Valley of the Madeira. *Popular Science Monthly*; p. 251.

Saint Augustine. (Illustrated.) *Harper*; p. 1.

Paris to Marly, by way of the Rhine. (Illustrated.) *Lippincott*; p. 649.

EDUCATION.—Remy's Method of Teaching Girls; Central Turkey College. *Atlantic*; p. 761.

American Colleges and their Teachers. *Old and New*; p. 649.

Index to American Colleges. (Would be more valuable if complete.) *Old and New*; p. 749.

ILLINOIS TEACHER, }
Volume XII.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

FEBRUARY, 1875.

NUMBER 81

HOW MAY A REFERENCE LIBRARY BE OBTAINED?

1. The Board of Education may vote the necessary funds. There is no reason why a library should not be provided in this way. Expenditure for such purpose is quite as legitimate as for maps, charts, etc. In most towns, however, public sentiment is wanting on this point; and members of boards who are generally business men, and who therefore find it to their interest to wing their sails before the popular breeze rather than run the risk of being borne down by facing it, cannot be expected to appropriate public funds for an unproved or unpopular purpose. The library once established, and its usefulness proved and recognized in the community, there will be little difficulty in getting from the common fund the necessary means for its enlargement.

2. The principal may raise the needed funds by calling on citizens, presenting the claims of the library, and personally soliciting subscriptions. An excellent reference library costing some eight hundred dollars was secured in this way to one of our small cities a few years ago. This method is free from one objection that lies against the first. What each subscriber donates is his own; he has a right to dispose of it as he pleases; and therefore incurs no risk of having the good public take him to task for it. The principal, however, who can obtain a library in this way must be a strong man in the community. Many of us, I fear, would be unsuccessful. The objection would often be met, "I already pay high taxes for schools and now you ask me for more"; or "We have elected a board of education to look after our schools; if a library is needed, let the board supply it."

Let the library once become recognized as a necessary adjunct of the school, and as little difficulty will be experienced in increasing the number

of its volumes by this method as by the first; but in laying the foundation of it little can be expected, save in exceptional cases, from either of the methods mentioned.

3. The necessary funds may be raised by lectures and readings. These should not be cheap, catch-penny entertainments; such are discreditable to a school, and in the end will prove pecuniarily unprofitable. The public should be sure of their money's worth. But, to ensure this, it will not be found necessary to employ lecturers and readers whose terms run up into the hundreds. Home talent may be made available to quite an extent. Let the public be *fully* and *seasonably* notified of the entertainment and its purpose. Let the tickets be placed in the hands of the pupils two or three days beforehand, and their emulation excited to the disposal of them. They will make a faithful canvass in their out-of-school hours, and will almost surely bring the balance on the right side.

Objection may be made that this method involves some loss of time, some interruption of school work. This is true. Still the loss and interruption may be made very slight. And are they not amply compensated for in the new lesson the pupils are taking? We like to take our pupils away from the books now and then, to learn more valuable lessons from the more authoritative book of nature. We send them to the exposition to examine exotic plants; to the menagerie, to look on the living animals from foreign lands. They return full of interest in what they have seen, and draw sharp contrasts between those plants and animals as they found them, and as they had pictured them after carefully consulting the printed and illustrated page. Have they taken a useful lesson? Then why not give them opportunity for a more useful one, in human nature, from the genuine specimen, not from the exaggerated ones found in books? Books for the most part, treat only of men and women remarkably good or remarkably bad. Common man and common woman are rarely found in them. The lesson then is one for which books make little provision. Besides, it is a lesson in the most curious and instructive phase of human nature—that phase which it assumes when called on to spend money. I believe the lesson worth all the time and effort required, and that this method of obtaining a library is one of the most practicable and unobjectionable. During the past year two readings and a lecture have added to our library fund \$96.10; and this has been done with no appreciable interruption of school work. In some other high schools the profit from like entertainments has been considerably greater, I am informed.

4. The means may be raised by entertainments given by the pupils of the school. In this way the expense of lecturer or reader is saved. Then parents take more interest in an entertainment in which their children take part, and

give more assistance toward making it successful. Besides each pupil has a neighborhood influence *that* proves much more potent, when he can say that he himself is to be one of the performers.

It will be objected to this method that, besides the time spent in disposing of tickets, etc., much time will be unprofitably consumed in preparing and rehearsing for the entertainment, and that the pupils' interest in their regular studies will suffer; that, in short, several weeks will be used up before the entertainment in getting ready for it, and nearly an equal time afterwards in recovering from the consequent demoralization. The observation of most teachers has furnished too much evidence of the validity of this objection; still, these entertainments *can* be so conducted as to be free from such objection.

In every high school, pupils are trained in reading, speaking, essay-writing and vocal music. Quite a large proportion can play on the piano or organ. A portion of each week is devoted to rhetorical exercises, interspersed with music, vocal and instrumental. For these exercises, pupils make special and careful preparation. Selections are read and re-read. Declamations are rehearsed again and again, with the best criticism and suggestion the teacher is capable of giving. Essays are subjected to unsparing pruning, and are many times rewritten. The musical selections are perseveringly practised beforehand. All this is an indispensable part of the regular school work, and no part is more practical and profitable. Now, after these exercises have been continued for a few months, there is surely no lack of material from which to select for an excellent two hours' public entertainment. Little rehearsing will be required, the parts having already been carefully prepared; and consequently there will be but slight interruption of the usual school work. A little excitement the day of the entertainment, a little consequent languor the day after, and all goes on again as smoothly as before. The admission fee having been made small—about 25 cents; 10 or 15 cents for school children—a large audience has been secured and nearly all the receipts are profit. The library has received valuable aid, the community have been agreeably entertained, the school has raised itself in public interest and favor; and these ends have been effected, not only with no serious interruption of the daily work, but with a decided impulse toward better results in several important particulars. No method will do more for the library than this.

5. It will be found quite easy to induce members of a class to purchase some much needed book of reference, to be left to the library after they are done with it. A dozen volumes a year, or more, may be added in this way.

6. School sociables, at which a small admission fee shall be charged, or collections be taken up, will supply quite a sum in the course of a year.

The two last hardly deserve to be named as independent methods of obtaining a library. Each, however, will be found to be a quite ready and practicable auxiliary to any or all of the others.

Whatever method or methods are adopted, let there be no discouragement if first efforts be less successful than was hoped. Let the amount made, however small, be at once invested in books, and let the books be faithfully used. It is not always by the number of its volumes that the usefulness of the library is to be measured. Some of the noblest minds the world has ever known have gained their strength and vigor from a few choice volumes thoroughly digested and assimilated, while others have browsed through the most generous libraries only to come out as lean and empty as they entered. The faithful use of a few books will soon bring good results. Pupils will show more marked intelligence and thoughtfulness. Parents will note the improvement and readily trace it to its cause. Pupils and parents will soon come to appreciate the instrumentality, and the teacher's subsequent efforts will meet with heartier co-operation from both. Indeed, the main thing in this library business is to make a good beginning. This done, its further growth is easy and it will prove all the more valuable for having grown up from small beginnings to a full and healthy maturity.

THOMAS H. CLARK.

ABBREVIATIONS.

Of course I am not going to say that abbreviations never serve any good purpose, nor that all use of them implies a low grade of culture or a defective command of language. But I think I have observed many times that they seem to have a remarkable fascination for the shallow, the crude, the unfledged, the *veal*y. Such persons will use an abbreviation in speaking or writing when its use costs quite as much effort as it would to speak or write the full word, perhaps even more. I remember, years ago, a young woman, a school teacher, boarded with a man who was scarcely three degrees above an idiot; one night when the young woman had gone out to lodge with a friend, her brother came from a distant State to pay her a visit. Her wise boarding-master accompanied this brother to the house where she was sleeping; and, pounding upon the door, called out: "Miss B., here is your brother from *I double l*." Now, the fact that it cost more to say that than

it would to have said "Illinois" weighed nothing with the simpleton; there was a charm to him in the *abbreviation*.

You will see that *artists* whose names appear on the hand-bills of circuses and third-rate traveling theaters, are generally designated as "Mr. T. Brown," "Mr. J. Smith," or "Mr. W. Jones." Greenhorns are wont to carve or write their names in this way on fences, trees and less sightly objects; or, if they go to a hotel, similar scrawls appear on the register. Should one of these fellows chance to have a wife, and should she be with him at the hotel, you would probably read on the register: "A Booby *and lady*." If he has occasion to write a letter in March or April or July, he will be sure to begin the date, "Mar." "Apr." or "Jul." Should two of these verdants meet, you will probably hear affectionate inquiries like the following: "How's biz?" "Have you got a *posish* yet?" If the *posish* of one of them should be that of a hotel-runner, and he should meet you as you step from a train, he will be certain to call you a *gent*, or to inform you that all "first-class gents" stop at his house.

I have often wondered what can be the especial charm of an abbreviation to such people; but I conclude it must arise from a kind of pride they have to show that they understand what such obscure symbols "stand for." Especially, if in writing they can use an abbreviation laid down in the back part of a spelling-book, they thereby show their "schooling" in a way that seems to be very gratifying to their vanity. The same thing is sometimes shown in writers for our newspapers. Some years ago, an Englishman of culture who visited Boston was shocked and disgusted to find a newspaper speaking of the Governor of the State as "G. N. Briggs." It certainly showed his appreciation of the character he had assumed, when a certain famous humorist used always to speak of himself as "A. Ward," of our first President as "G. Washington," etc.

It is a safe rule for young writers to be sparing in the use of abbreviations; *never* to use them unless there is a very decided gain in doing so; and, in that case, to be certain to use no abbreviation that is not well authorized.

If your school-house has no other provision for ventilation, cause every pupil to leave his seat at recess, and then throw open all the windows and doors for three minutes.

AN OLD BOY.

*THE PILGRIM FATHERS.

The Pilgrim Fathers, where are they ?
 The waves that brought them o'er,
 Still roll in the bay, and throw their spray,
 As they break along the shore ;
 Still roll in the bay as they rolled that day,
 When the May Flower moored below,
 When the sea around was black with storms,
 And white the shore with snow.

The mists that wrapped the pilgrim's sleep,
 Still brood upon the tide ;
 And his rocks yet keep their watch by the deep,
 To stay its waves of pride.
 But the snow-white sail, that he gave to the gale,
 When the heavens looked dark, is gone ;
 As an angel's wing, through an opening cloud,
 Is seen and then withdrawn.

The pilgrim exile—sainted name !
 The hill whose icy brow
 Rejoiced, when he came, in the morning's flame,
 In the morning's flame burns now.
 And the moon's cold light, as it lay that night,
 On the hillside and the sea,
 Still lies where he laid his houseless head ;
 But the pilgrim where is he ?

The Pilgrim Fathers are at rest.
 When Summer's throned on high,
 And the world's warm breast is in verdure dressed,
 Go, stand on the hill where they lie.
 The earliest ray of the golden day
 On that hallowed spot is cast ;
 And the evening sun, as he leaves the world,
 Looks kindly on that spot last.

The pilgrim *spirit* has not fled ;
 It walks in noon's broad light ;
 And it watches the bed of the glorious dead,
 With the holy stars by night.
 It watches the bed of the brave who have bled,
 And shall guard this ice-bound shore,
 Till the waves of the bay, where the May Flower lay,
 Shall foam and freeze no more.

*This poem was very familiar to us who read in the old National Reader thirty years ago, but we think it good enough to find a place in the memory of a younger generation ; so we insert it in the SCHOOLMASTER. It was written just fifty years ago, by that genial man, JOHN PIERPONT. We think it was composed for the celebration of "Forefathers' Day," December 22d.

*HOW SHALL TEACHERS BE MADE TO FEEL THE NEED OF CULTURE?

Teaching is defined to be the art of instructing. It has for its object the unfolding of the noblest qualities of the human heart, and the development of the human mind. It is discovering and drawing out in the soul the ennobling sentiments of love for God and His laws: inculcating charity, peace, purity and affection: the discovery and drawing out of thought, memory, reason and judgment in the mind, to the end that man may have complete control of his intellectual powers. By the proper culture of the heart and disciplining of the intellect, man becomes a feeling and reasoning being. The discipline of the mental powers more concerns himself: the culture of his heart, society,—for it belongs to the practice of the duties of life which we call morals, and which is of equal concern to all.

Society has also its claims upon our consideration when treating of the teacher's culture, owing to the close relation which will, in a few years, subsist between it and the teacher's pupil. Culture in the instructor begets refinement in the pupil, and is a quality in the character of a teacher which the interest of society always demands. Man's happiness depends upon the proper estimation and use of his natural endowments: upon a knowledge of those just principles which have been transmitted to us from the past: upon our appreciation and application of them: and upon continual meditation upon that culture which gives refinement to society, and those virtues which preserve our race. We cannot be false to the heart and true to the intellect.

Here are two natures adapted to each other and coming together. Man born free, seeks happiness in vain by pursuing his own will: then, wearied out and convinced that happiness lays him under the obligation of love to his fellow-man, true culture creates for him the necessity which lays him under the restraint of moral law. Any system which obtains without due regard to these two natures, and which fails to enforce a rigid discipline in both, promises a short existence: for society will soon raise the cry of reform. Whenever in the history of society we find man seduced by the propensities of nature, we also find neglect of the proper culture of his moral nature. The true character is molded in the culture of the heart and of the head. No honest Superintendent would presume to grant a certificate without being able to certify to the moral character of the applicant as well as to his ability to teach the branches required by law. Directors dare not outrage the people

*Read at the annual meeting of the County Superintendents, at Chicago, Dec. 29th.

by employing teachers of corrupt morals. Parents have the deepest interest, and watch with solicitude the conduct of those placed over their children. The law makes the satisfaction of the Superintendent (as to moral character) a prerequisite to granting a certificate, so jealous is it of what so deeply concerns the safety of society. Consider that all great teachers have a simplicity of heart which inspires a submission of the intellect, without which Nature disdains to make herself known. Morality gives mildness, intellect, strength. Calmness and energy are contrasted in Nature's work of physical reproduction. The same principle holds in the moral as in the physical world. Strength of intellect uninfluenced may erect, but it is certain to overthrow. The subject which will now occupy us—How shall teachers be made to feel the need of general culture?—is as important as any we can be called upon to consider. Deferring, for a moment, the consideration of the best mode of promoting the object here proposed, we shall institute a short inquiry into the causes which led to a decline of culture in those intrusted with the charge of educating the young. In early times, when the gates of learning were opened to the few only, and closed against the masses, men eminent for culture and learning took charge of instruction; for no inferior mind was capable of fulfilling the duties which devolved upon him who had the charge of children whose parents required for them a refined and finished education. Among those teachers, men of proficiency, learning, and culture, were the rule. The system corresponded with the destination. A practical education merely was not the end sought. Such an education as secured thorough knowledge and culture alone satisfied the demand, and this could be afforded only by men who made teaching a study and whose knowledge comprehended the learning of the times. As the distinction of rank and fortune began to disappear and all men found themselves settling on the same plane, the circle of education was extended, and it became necessary, first, to limit much of education to the practical alone, and, second, to resort to men of inferior quality to perform the duties of teachers. Here arose, from necessity, a change in the system of instruction as well as in the character of instructors. Men of proficiency, learning, and culture, now became the exception, and society seemed satisfied with men who taught by rote and crammed by rule.

The day is not far in the past when teachers made no pretension to a knowledge of principles. The most superficial knowledge and the application of naked rules were deemed sufficient. Nothing more was demanded—nothing more was supplied. What a refuge did the text-book afford! History was read because it was the shortest road to events. Who would be at the trouble to study causes? Grammar and arithmetic were taught by rule. I mean the text-books, not the science of either. Geography

was taught by memory to-day, only to be forgotten to-morrow. And so the work of instruction went on.

Has time relieved us of this evil? No. It has only exposed it to our view. We are enabled to see the more of a false system in the light of the dearest experience. Public scrutiny has left nothing concealed. The picture has little to merit just praise, and much to excite unqualified condemnation. A revolution which will relax the ties of a vicious custom observed in our system of school instruction, and establish the dominion of a more natural process in methods, of a thorough knowledge of first principles, and of a more general culture in the character of instructors, will apply an infallible remedy to the source of present abuses in our systems of education.

Nature's great model school must be entered. Her pattern must be studied and imitated. Our schools must admit the light of Nature. Her simplicity will be much more engaging to the young than the intricacies of man. Theories which engage the fancy must be abandoned for truths which convince the understanding. Leave the mind to its natural suggestions rather than force it to submit to the government of mechanical laws which tend to divert it from its true course, and deprive it of the rational exercise of its powers.

Let us examine the too common modes of presenting to pupils the subjects of the common branches required to be taught in our schools. Arithmetic will afford us a very important subject for this analysis. The text-book defines arithmetic to be "the science of numbers and the art of computation." Arithmetic, then, is both science and art. The science comprehends the properties and relations of numbers; the art, that of computing by them. Teachers, in presenting this subject, too commonly confine themselves exclusively to the art. When the mind withdraws itself from the study of those principles upon which any art is founded, and accepts without inquiry arbitrary rules, it is no longer its own master. Its operations become mechanical; its views contracted. Reflection is turned from its proper channel. To be incessantly engaged in the art, while neglecting the science of numbers, gives rise to abuse in this branch of study. A rational system based on a knowledge of the science would develop in the pupil an enlightened understanding.

The same remarks will apply to the course pursued in presenting the subject of grammar. In practice, grammar is the art of speaking according to established usage. As a science, it treats of the relation between ideas and words and develops the principles of language. The defect in teaching grammar consists in memorizing rules, observing exceptions and correcting sentences in false syntax according to *rule*. We hear little and know less of the

relation between ideas and words. On whatever side we view this system we shall find that it tends to confuse rather than to enlarge and enlighten the understanding. Other branches might be similarly considered.

Such are some of the abuses that have given advantage to the enemies, and filled with concern the friends, of popular education. From the contemplation of its defects, we proceed to the consideration of the remedy for our system. We shall enter upon this part of our subject, we trust, with becoming diffidence. Positiveness is little suited to any inquiry; and it would argue a want of sense to prescribe our own notions as a measure to the judgment of others.

What first suggests itself to the mind, when convinced of the defects of any system, is the inquiry into the cause, then the application of the true remedy. After due reflection upon the condition of the field of education, a judicious observer would incline to the opinion that: "We ought to blame the culture, not the soil." If we, as superintendents, accept this opinion as final judgment on this question, we are bound by it, and have no alternative, but must proceed at once to act under it, by insisting that teachers under our supervision shall labor with zeal to improve themselves for the duties of their profession.

But how shall teachers be made to feel the need of general culture? We should first, it seems to me, direct attention to the defects in our system; then inquire to what extent teachers are to blame for them. It is in the power of County Superintendents to direct the investigation, and then to institute the inquiry. Associations and institutes are the occasions in which the important relation of the teacher and the school can be considered. Another important benefit resulting from such meetings deserves to be noticed. Here teachers have the benefit of an interchange of ideas. I know of no incitement to self-culture greater than the mortification which springs from the exposure of ignorance, or a consciousness of weakness in consultations of this kind. This is an experience that makes the deepest impression; it appeals most forcibly to our self-love, which is the great rule of action. Man can accomplish little by remaining in an isolated condition. United with others, his soul becomes liberal, his views enlarged. He walks the path society is taking, ever ready to suggest, to warn, or to guide.

Educators everywhere encourage teachers' associations, and to-day they are very common in this country. General culture is much promoted by the discussions of the various subjects considered in these bodies. Properly managed, they awaken a keen interest even in a dull attendant, and rouse the inactive to a sense of his shortcomings. It is to little purpose to awaken a teacher to a sense of his need of culture, if we fail to open a fountain of

solicitude for his welfare, the calm and noble influence of which will fall like a blessing on the society that gives and the individual who receives: for, although adversity often proves a blessing to states and nations, giving them vigor, life and purpose, its stormy experience among members of the same society must seal its doom. Culture must be planted and nourished by the arts of peace. Teachers' associations should be encouraged by the Superintendent, and conducted solely with a view to the general good: and every member should be urged to take a part in the deliberations, which should be simple, suggestive, and practical, and free from all ostentation.

An illustration will serve to make clear our idea of the benefits resulting from the course we have suggested. Let us take the subject of Modern History. We will suppose a paper prepared for an institute on this subject, and written in a simple style, presenting celebrated events, memorable epochs, singular manners, and tragic catastrophes: the writer seizing on the grand point in modern history, viz.: The change produced (in social order) by Christianity.

An intelligent discussion of this paper will attract attention, and every member will be incited to a desire for closer inquiry. Study lifts the veil and discloses the characteristic traits of the new nations, and he who has only been a spectator during the discussion, must feel that he can no longer remain an idle spectator. He becomes still more conscious of his need of culture when the characteristic traits of each of the new nations are discussed in their order. He learns that the Germans are a people among whom the radical corruption of the higher classes has never extended its influence to the lower: where the indifference of the former toward their country has never prevented the latter from being sincerely attached to it: a people among whom the spirit of revolt and of fidelity, of slavery and of independence has never changed since the days of Tacitus.

England, a nation characterized by German simplicity, sedateness, good sense and deliberation, combined with French impetuosity, levity, vivacity and elegance of manner, is crowned with enlightened public spirit. "The French, the eldest sons of antiquity, are Romans in genius and Greeks in character. Restless and fickle in prosperity, constant and invincible in adversity: formed for all the arts: polished during tranquillity: rude and savage in political commotions; enthusiasts alike in good or in evil, doing the former without accepting thanks and the latter without feeling remorse; remembering neither their crimes nor their virtues. Despising all mankind except themselves, their greatest glory is national honor."

Italy is presented, with her hundred princes and magnificent recollections, forming a strong contrast to obscure and republican Switzerland.

Spain, cut off from other nations, and, until yesterday, stagnant in politics and in manners, still presents the most original character.

Reflecting upon these differences between the nations, the truth dawns upon him that he has not hitherto duly appreciated the excellence of modern history. He becomes sensible of the narrow ground he occupies for his foundation of knowledge.

My faith in the good results which will flow from Teacher's Associations for this purpose is strong. But I would not be confined to these alone. The closet may do for the mere man of letters. But the teacher must be the growth of the sunshine and shade of the world—of everyday life. Every great teacher is a great example in this respect. A teacher must study men and society as well as books; parents as well as pupils; for by others' faults we learn to correct our own.

By the term culture we understand the application of labor or other means employed for improvement. We cannot dispute the truism, that there is no excellence without great labor. Mansfield, in his "American Education," lays down three chief qualifications of the teacher, viz :

First—His qualifications in reference to subject matter taught.

Second—In reference to the mode of teaching.

Third—In reference to personal character.

The first requires knowledge. It is the fundamental qualification of the teacher. Perfection in this requires great labor. He must have the *rational* of general knowledge; an acquaintance with the philosophy of history; and must be a close observer of the human mind's phenomena. A position in any important department of the mercantile world is an utter impossibility to any incompetent person. A position for an unqualified teacher is only a difficulty which a little persistence is sure to overcome. Make the position of teacher not only a difficulty for the uncultivated to gain and occupy, but an utter impossibility. We shall thus create a demand for culture, and it will be forthcoming.

In reference to the mode of teaching, teachers are governed by the recollections of their school days' superficial observations, rather than by the study and application of any scientific system. A knowledge of the history of their profession would prevent this practice, and although it might not enable them to form a system, they would learn that their modes and ideas had been tried and given up by the best teachers of the past.

Teachers, then, will feel the need of general culture by studying the following questions :

What is our mission ?

What are the defects in our system of education ?

What are the errors in teaching? How can they be remedied?

What is the extent of our knowledge derived from the experience of successful educators?

To what extent would a knowledge of general literature, and English literature in particular, tend to improve us for our profession?

Will the march of an eagerly progressive age and the interests of a great country suffer us to neglect self-culture?

Shall we continue to be the slaves of a narrow system without it, or, embracing it, become masters of the situation?

Does culture suggest independent thought and overcome servile imitation?

How shall we know the wants and wishes of the people, gain their confidence, pronounce upon their desires, and shape the ideas of future generations?

Such are the questions we recommend for the consideration of teachers. In taking leave of our subject, let us pay a small tribute to the zeal of those teachers who have gone before us, and whose places we are expected to fill.

"To devote one's life to the alleviation of the sufferings of mankind is the first of benefits. The second is to enlighten them." This is a sentiment of a celebrated writer of the eighteenth century; and when we consider the benefits which we owe to the labors of those who devoted life and talents to the enlightenment of man, we too must become impressed with the truth of the sentiment. During all the ages of our era the lamp of knowledge cured us of our ignorance, and we cannot fail to admire those teachers—benefactors of our race—who buried themselves in the dust of the school to rescue us from barbarism. We are grateful for the light whose sources they open up to us, and acknowledge the debt we owe for those precious stores which they were so anxious to impart. Their zeal, their devotion, may well serve as an example, and may be emulated without any fear of the sacrifices which they had to make, or danger of the hazard to which they were subjected. We may ask the question in all seriousness: "Shall we never witness the return of those times, when the education of youth and the hopes of posterity were intrusted to such hands?" I will venture the prediction that we shall witness such a return when those who have charge of the education of youth learn to believe that erudition is as indispensably necessary to the teacher as to the men of other professions: when the illiterate teacher will feel the necessity of self-culture to enable him to fill the important office he has chosen, or find himself sinking beneath those who have a quick perception of the things of the world, and have learned how to impart a knowledge of them.

GEORGE D. PLANT,

LEIGH'S PHONETIC TYPE.

Two years ago, it was determined to try the experiment of using this type in one of our primary schools. The teacher had taught children to read very successfully by other methods, and was decidedly opposed to the new system. With considerable reluctance she consented to give it a fair trial. Before the end of the year, she was convinced that it was an improvement upon any method she had before used. Her pupils had never made such rapid and *pleasant* progress in learning to read.

Lest some unpleasant features might be developed when it became necessary to transfer the pupils to other readers in which the common type was used, the experiment was continued in this room for two years. By that time two classes had been promoted. These pupils found no difficulty whatever in making the change.

At the beginning of the present term, the Board of Education authorized the use of Leigh's type in all the primary schools of the city. Last week the five teachers having charge of these classes were asked to give any benefits or defects which they had noticed in their use of the new method. It should be said that these teachers with one exception, have all taught in our schools at least three years, and consequently are thoroughly familiar with other methods of teaching children to read. The testimony was unanimous that the system now in use had very decided advantages. The only objection offered by any one was that there might be some difficulty in teaching the correct spelling of the words. But the teacher who suggested this also said that it was probably owing in her case, to the fact that she had not given as much attention to the subject as she did while using the old method. In other words, the fault was with her teaching and not with the system. A few extracts are given from these reports:

"I think the children make more rapid progress. When they learned a word, as formerly taught, it did not assist them very much in learning the pronunciation of other words, even though they contained the same letters. But when they have learned the sounds, and Leigh's manner of representing them, they are able to pronounce and spell by letter words of a new lesson without assistance."

"They are taught to observe closely. Some of the characters used are nearly alike, but I find that if any mistake is made when words are printed on the blackboard, the children are sure to notice it, and are ready to tell me before the word is finished."

"They learn to call words at sight much more readily. The pronunciation is more accurate."

E. A. GASTMAN.

CAUSES OF TIDES.

“The tides are an alternate rising and falling of the waters of the ocean at regular intervals. They have a maximum and a minimum twice a day, twice a month, and twice a year. Of the daily tide, the maximum is called High tide, and the minimum, Low tide. The maximum for the month is called Spring tide, and the minimum, Neap tide. The rising of the tide is called Flood, and its falling, Ebb tide.

“Similar tides, whether high or low, occur on opposite sides of the earth at once.”—*Olmstead*.

“The tides are caused by a great wave, which, raised by the moon’s attraction, follows her in her course around the earth. The sun, also, aids somewhat in producing this effect; but as the moon is 400 times nearer the earth, her influence is far greater.”—*Steele*.

According to the Newtonian theory, which has been adopted by most writers on the subject, the tides on the side of the earth next to the sun and moon, and the opposite tides, are both caused by the attraction of the sun and moon. This theory is briefly and clearly stated by Steele in his *Astronomy*, substantially as follows: “High-water is produced on the side of the earth next to the moon by the water being pulled from the earth, and on the opposite side by the earth being pulled from the water.” This theory is satisfactory with reference to the tides next to the attracting body, but not with reference to the opposite tides.

I would suggest the following explanation, which I have not seen in any of the books or papers on *Astronomy*. The opposite tide is caused by the centrifugal force; but not the centrifugal force connected with the earth’s rotation on its axis. That force has nothing to do in causing tides. It causes the earth to be flattened at the poles and heaped up at the equator. The earth has two motions besides its diurnal rotation. It revolves around the sun once in a year, and around a common point with the moon between the two bodies, once in a lunar month. The centrifugal force which produces these motions, and which just balances the attraction of the sun and moon, is sufficient to produce the opposite tides. If that force tends to carry the earth away into space at a tangent to its orbit of motion, it would certainly tend to heap up the yielding waters on the side of the earth farthest from the center of motion; that is on the side occupying the extreme outer portion of its orbit. As this force is equal to the attraction of the sun or moon, it should produce an equal tide. But does the centrifugal force have a tendency to gather the waters to the part farthest from the center of mo-

tion? Try it. Tie a short cord to the bail of a small bucket partially filled with water, and cause the bucket to revolve in a vertical circle, with sufficient force to keep the cord stretched. The water will not fall out of the bucket in the upper part of its course, but will be held in, against gravity, by the centrifugal force, which keeps the cord stretched. If the bottom of the bucket were gum-elastic, it would bulge out and heap up, just as the tidal waters are heaped up on the side of the earth opposite the sun and moon. The earth's rotation does not interfere with the production of these tides opposite the sun and moon. It glides under the tidal waves in its diurnal motion, giving them, like the heavenly bodies, an apparent motion from east to west. This motion, however, is much distorted, and even sometimes reversed, by terrestrial obstacles. The lunar tides on both sides of the earth are greatest when the moon is in perigee. This is caused, on the one side, by the increased attraction of the moon, and on the other, by the increased rapidity of the earth's motion in its lunar orbit. For similar reasons the solar tides are greatest when the earth is in perihelion. But the earth's solar orbit is so slightly elliptical that the solar tides are not varied much by these causes. Spring tides are caused by the coincidence of the solar and lunar tidal waves. They occur 36 hours after the syzygies. Neap tides are caused by the interference of these tidal waves. They occur at or near the quadratures. Spring tides are much increased if the moon happens to be in perigee at the syzygies. Neap tides are diminished if she is in apogee at the quadratures. They would be still more diminished were the earth in perihelion at the same time. The highest tides are produced when the moon is in perigee at a syzygy in the equinoxes; for then the greatest lunar tide coincides with the solar tide, and they together coincide with the swell of the equatorial waters caused by the earth's rotary motion. The tide then is greatest at the equator, and zero at the poles. When the moon is in northern declination the highest tide of the day in the northern hemisphere takes place while the moon is above the horizon. It is the tide caused by lunar attraction. At this time the highest tide of the day in the southern hemisphere takes place when the moon is below the horizon. It is caused by the centrifugal force. It occurs on that part of the earth opposite the moon, and farthest from the center of motion in the earth's revolution in its lunar orbit. The reverse takes place when the moon is in southern declination.

These suggestions are respectfully submitted.

DISCIPULUS.

We publish our correspondent's article, because we like to aid in the free expression of thought which has been carefully elaborated, and not because we have the least particle of faith in the new theory about the "opposite tide." How the earth can "glide under" the heaped-up water some twenty-eight times in a lunation, is beyond our power of conception. Besides, we are perplexed to know whether the earth

"glides under" "the opposite tide" in some manner different from that in which it glides under the tide not opposite. As we conceive, the whole difficulty about the "opposite tide" lies in the vicious statement that the tides are "caused by the attraction of the sun and moon." The tides, *both of them*, are due principally to the *differences* of the moon's attraction on different portions of the terraqueous mass. For simplicity, consider three points only: namely, the center of the earth, and the two points of the sea directly under the moon and on opposite sides of the earth. Take the distance of the earth's center from the moon as 60 times the earth's radius; then the moon's attraction on these three points will be represented by 59^2 , 60^2 and 61^2 , respectively. Now the *differences* of these squares, as compared with the entire force represented, is considerable; and the inevitable effect is to *separate the three points* designated. What is the effect of such a separation? Is it any more difficult to conceive of that separation in respect to one of the outside points, than it is in respect to the other? The earth's radius remains the same; how then will these *differences of attraction*, as compared with the total force vary when the moon approaches perigee? when it approaches apogee? Will not the answers to these questions explain the phenomena for which our correspondent seeks an explanation in his theory?

Does the sun attract the earth more or less than the moon? Why then should the sun's tides be smaller than those of the moon? Compare the earth's radius with the distance of the sun, make up three numbers as before and square them; then see how the *differences* of those squares compare with the entire forces which the squares represent.

We believe that these statements and questions will lead to a solution of all the difficulties considered; and that it will be seen that the "opposite tide" is innocent of any *special* perplexity.—ED. SCHOOLMASTER.

TOWNSHIP HIGH SCHOOLS.

The school law attempts to provide for the establishment of township high schools, though it must be confessed, the attempt is a very meagre one. The questions arise, what is the design of the High Schools? What the relation they sustain to the common-school system? Do they add anything to it?

Only the cities and larger villages can establish courses of study and evolve high schools. It is here that we test the capabilities of the common-school system; here we find it in its most perfect development; here, the greatest enthusiasm among pupils, and the greatest interest among patrons.

And viewing the system through the work of the graded schools, we have reason for much satisfaction and hope; but, on the other hand, viewing it through the condition of the country schools, the conclusion is overwhelming, that the system is totally inadequate to the wants of the country districts.

It is a sad comment on the intelligence of the age, that the status of the district schools of to-day, is but little better than that of twenty years ago.

Now, where is the difficulty? Is it in the public-school system, or in the mode of its execution? In both. The system is inadequate in its application to country schools, and it is apathetically executed as far as it goes.

The better success of the system in the cities and larger villages, is due more to the *esprit de corps* of the teachers and intelligent liberality of the patrons, than to the peculiar excellence of the law.

Our Normals are constantly turning out finished teachers, so far as a course of instruction and preliminary training can make them so. These have a professional enthusiasm and ambition that lead them to seek the best positions and shun the lower places; and the result is that the trained and experienced teachers gravitate toward the cities and villages, where their worth is better appreciated and compensated; while the country schools are turned over, in too many cases, to the untrained and inexperienced—to those wishing to fill out a hiatus of unemployed time, and those who desire to remain in the vocation only until they can marry out of it.

I do not wish to ignore the fact that there are many faithful, competent and successful workers in the country districts.

All honor to them! For to them we are indebted for whatever of excellence or vitality there is in the country schools.

How the standard of the country schools can be elevated; how an *esprit de corps* can be aroused, are problems difficult to solve, and I shall suggest only a few means of bringing about improvement in this direction. The three-grade certificate system, explained in the last *Schoolmaster*, if adopted, would, I think, be an important step in the right direction. Another means, and the most important, in my estimation, is efficient county supervision, of which I hope to write in an other paper.

Still another means, and I believe a very powerful one, though of somewhat limited application, is the establishment of Township High Schools.

The superiority of city schools depends upon their graded system and high-school course. The pupils have something definite before them to work for, and it is a great stimulus to exertion. They will stay in the schools longer and work harder in view of graduation; and many pupils will complete the course for the sake of obtaining a diploma—for the *honor* of graduating—who have no definite line of action beyond and whom no other consideration would induce to remain during the course.

We wish to supply a similar motive to country schools, and I think it can be done, in many cases, through the township high schools. Let these High Schools bear the same relation to the other schools in the district where they are located, as the High Schools in the cities to the under grades. Of course the grading could not be as full in any case, as in the city schools; and in some localities, on account of the sparseness of population, the establishment of a high school would be impracticable. In many thickly popu-

lated districts, there are small villages, often centrally located, with perhaps an *ungraded* graded school, in which pupils study whatever they please, as long they please, and without having any definite purpose in view.

Frequently a large per cent. of the attendance, in the higher department of these schools, is composed of non-resident pupils, living sometimes ten or twelve miles away, many of whom are fitting themselves for teaching, and to whom this point is the most accessible. The more excellent the school and the more extended the facilities, the larger and more permanent will this foreign element be, and it can always be depended upon as a feeder to the school. Now here is the township of A. containing a dozen schools, including the village school of three departments—which village we will suppose to be centrally located. The village school has an enrollment of a hundred and fifty pupils; the country schools aggregate a somewhat larger number, giving an average of 20 pupils. This village we will suppose to have no “manifest destiny” before it as a city of note. It is a quiet, moral place, having an intelligent class of inhabitants in and around it.

The school has a higher department, but no regular course and no marked character as an educational force. There is nothing in it to give it caste or reputation abroad. The district schools in said township average *poor*, being good places to dissipate eight or ten years of valuable time. This is the present status. Well, let us establish a Township High School. What is that?

In the first place, it is a school, having a regular, thorough and comprehensive course of study, inferior in no respect, to the High Schools of the large cities, unless in more modest pretensions. In the second place, it will become the means of increasing the general intelligence and elevating the public sentiment of the surrounding communities; it will increase the average school attendance greatly, keep the pupils longer in school at a time of vital importance to them, and increase greatly the amount of work of all. The school will assume a place of importance and influence at once. It is not a district affair—it is a township enterprise of the highest educational import. It is designed to be more comprehensive in its scope, than the want of the township in which it is located.

Thirdly, if the system is properly developed it will elevate the standard of the district schools of the township. I have said the High School and the other schools of the township should be connected, that is, the country schools should be preparatory to the High Schools, thus becoming feeders to them. They should advance pupils far enough to enter the High School; but there should be no admissions into the High School, except upon examination by the Principal or Board of Education.

This system would furnish these pupils a motive for regularity and application that they do not now have—they would have a definite end now to work for—admission into the High School. And a large number of these pupils would be seized with an ambition to graduate, and they would do it. And while these schools are preparing material for the High School, this institution should be preparing teachers for these schools.

A training class should be constantly connected with the High School, from which trained and cultured teachers could be chosen to supply the subsidiary schools, and thus the educational demand, though of a higher grade than ever before, could be supplied at home.

There is no doubt, in my mind, where the establishment of a High School is practicable, that a great awakening will ensue, in educational interests, as a result. It will first seize upon the children, and, through them, arouse the more apathetic parents. The idea of *graduating*, to most children, is fascinating, and this idea will leaven the whole lump.

But let us look a little at the money side of the enterprise. Admitting a High School to be desirable, will it pay? In the first place, we need no \$40,000 edifice; a modest, plain building, intelligently arranged, is better far than a gorgeous display of useless ornamentation. And in many places a building is already at hand, in the shape of a school house, of two or three departments, which, with slight alteration, will answer at first. The expense of running the district schools, will be lessened inasmuch as they can be taught altogether by women.

Then much of the assistant teaching in the High School may be done by members of the training classes, free of expense to the district.

Nor is this all. The high character of the High School, would call in foreign pupils, to such an extent, as to make this a constant and considerable source of revenue to the school.

Further than this, every man's real estate would be enhanced and the annual profits of all legitimate kinds of business, would be largely increased.

To give the Township High School the scope here marked out, would require some modification of the school law. The law should be so amended as to provide for the cooperation of the High-School Board and the directors of the other districts, in reference to the adoption of a course of study for the different districts, the terms of admission into the High School, &c.

Since the amendment of last winter, extending the provisions of the act to parts of townships, it is left indefinite as to who shall act as directors or who shall be allowed to vote upon the question of establishing a High School.

The query arises whether it would not be well to provide for the election of a special board of directors for the High School. A board thus con-

stituted would have a special pride in promoting the interest of the school—a pride that a board with divided and diverse interests and duties could not feel.

Under the present law, the High-School duties of the township trustees would be incidental, and hence likely to be made subsidiary to the main duties of township trustees.

It is to be hoped that the Legislature will take appropriate action upon the matter.

A. M. CHADWICK.

EDITORS' DEPARTMENT.

Our friends often inquire after the prosperity of the SCHOOLMASTER. In answer to all such inquiries, we think we can truthfully say that the magazine was never more prosperous than it has been during the last three or four months. Our advertising patrons have treated us most liberally; and, as we have said several times before, we have not inserted a line of advertisement that we are ashamed of. Subscriptions have flowed in very encouragingly; and yet, when we think of the 20,000 teachers in Illinois alone, we cannot feel very proud of our subscription list, nor glory very much in the professional spirit of the body, as shown by the patronage of the official State Teachers' Journal. The fact is that there are hundreds, and probably thousands, of teachers in our State who would readily subscribe for our journal if applied to personally, but who will not do so otherwise. Now, we are unable to reach those teachers ourselves, and we must depend largely upon the good offices of the County Superintendents and of our other friends, in this regard. To stimulate effort in this work is the object of our very liberal premiums. We know our magazine is worth more than its full cost to every teacher who will take it and read it; but we are willing to pay liberally to those who will make personal effort to aid us in extending its circulation. Reference to our advertising pages will show that the time for our *extraordinary* premiums is limited. We hope those who are working for us will take notice, and complete their work accordingly.

Below, we give that part of Gov. Beveridge's message to the legislature, which refers to the educational institutions of the State. No man acquainted with the facts can doubt the truth of every word the Governor says, nor the wisdom of his recommendations. How the *Schools* themselves will regard his words remains to be seen:

EDUCATIONAL.

The Industrial University asks appropriations for taxes, farm experiments, improvements, furniture, library, laboratory and museum, less than heretofore granted.

The State Normal, for all expenses, asks less than two years ago.

The Southern Normal, being a new institution, necessarily asks for more, but not for a large amount. The Southern Normal University building was completed and

turned over by the commissioners to the trustees on the 30th of June last, and on July 1st the University was formally opened. Departments and classes have been organized, and the institution is in successful operation.

These institutions are meeting the expectations of the friends of industrial and normal education. Their halls are filled with earnest, industrious students, coming from the rural districts and the laboring classes.

In the Industrial University they are taught the sciences as applicable to the industrial pursuits of life. In the Normal Universities they are trained in the art of teaching, and are qualified to take charge of our common schools. The entire cost of maintaining the three institutions the next two years will be about \$50,000 per annum. Their success, their character and their influence, in my opinion, warrant this expenditure. They merit the support and fostering care of the State. A failure to maintain and operate these institutions would be regarded by all the lovers of education and the friends of industrial and normal instruction, as a step backward in our civilization, toward barbarism.

Not long since, we reviewed, in these pages, a book sent us for that purpose by one of the publishing houses of the country. As we always do, we gave our candid opinion of the book, after a careful examination of it; we said many things in its praise, and we pointed out what we deemed its serious faults. Soon after, we received from the agent of the house, a letter in which he said he would rather we would say nothing of his books if we could not speak better of them than we had done in this case. Now, respecting the impertinence of such a letter, we propose to say little, for we care little about it. We will simply remark that, after our frequent express declarations, it ought to be understood that our pages devoted to book-reviews are in no sense *advertising* pages. We do not write our notices as mere "puffs," for any consideration, either expressed or understood. We would rather praise than find fault, although perhaps this is an indication that our critical faculty is not fully developed; but we propose to tell the exact truth as it seems to us; of course, we make no claim to infallibility. But publishers and agents ought to understand that words of praise are worth absolutely nothing, unless they come from a critic who has an established character for fairness and candor. Besides, no book is faultless; and, as we understand it, it is the duty of teachers, and of reviewers especially, to aid publishers in removing defects from their books; and how is this to be done if no mention is made of their faults? We, therefore, give fair warning that, if books are sent us for review, and we choose to take time to review them; or if we choose to review them even when they are not sent to us for that purpose; we shall continue to do so, and to *say just what we think of them*. We shall neither extenuate their faults, nor set down aught in malice. If authors or publishers think we make a mistake in any case, our pages are open to a fair and proper showing of that mistake: but, if what we say is true, the blame for dispraise does not rest with us. We have intentionally made this department prominent in the SCHOOLMASTER, and we expect to continue the same course

Upon nothing connected with the recent State meetings at Chicago, was there greater unanimity of opinion than respecting the excellent character of the hotels. Of course as the Palmer House was headquarters, and as most of the teachers found a temporary home there, this House received

the most of the praise; and without a single exception so far as we know, the commendation was not only hearty, but unmingled. The House itself is a wonder,—a perfect palace; its size is enormous; the floors, wainscoting and stairways are marble; the walls, of brick and iron; and the furnishing, marvelously rich and unique. It is said to be fire-proof; and to our mind it would be an impossibility for it to burn. The fare is excellent; and the politeness and attention of *employes*, from the genial head-clerk to the bell-boys, left no room for adverse criticism. It seemed that the humblest school teacher received as careful and respectful service as could have been given to a prince. We were fully prepared to believe it, when a friend remarked that all the commercial travelers patronize the Palmer; for previous observation had taught us that these gentlemen know a good hotel when they see one. Long may the flowing beard of "Sam," the head-clerk and manager, wave at the Palmer, and let every schoolmaster say "Amen."

The *Chicago Times*, for a wonder, had something decent to say about schools and teachers, not long since. Several communications which have since appeared show, however, that the leopard does not easily change his spots nor the Ethiopian, his skin. The issue for Sunday, the 17th, and that for Thursday, the 21st, contain articles which for downright unfairness, misrepresentation, and wholesale *lying* are worthy of the *Times* in any period of its past history. The writers of these articles present their ideas in such a way,—by hints, innuendoes, and unsupported assertion,—that one who should attempt to answer them would find nothing solid to work against. We suppose this is intentional; no answer is wanted; the truth is not desired, probably, when a lie will answer the writer's purpose better. There is this comfort however, that for any decent man, institution or system, the abuse of the *Chicago Times* is a greater compliment than its praise would be.

The first bill introduced, in the Illinois Senate this winter, provides for the repeal of the act establishing the Normal University, and for turning over the buildings and grounds to the use of the incurably insane. The bill was introduced by Senator Burke of Macoupin; on the same day, he introduced another bill to repeal the act establishing the Southern Normal, and to turn over buildings and grounds to the use of the feeble minded. Mr. Plater brought forward a bill in the House, on the same day, to repeal an act entitled, "An act to protect colored children in their right to attend the public schools." What disposition will finally be made of these bills remains to be seen. Their prompt introduction shows what is regarded as *reform* by some people of the State, to say the least. The question will arise whether the motive that prompted the movement, was ignorance, malice, or simply an *instinct of self defence*?

For our part, we think, whatever the enemies of normal schools may succeed in doing to destroy them, they will have a good time in devoting the building and grounds at Normal to any other purpose. The heirs of Meshach Pike will have something to say about it; and if any one doubts their right to have something to say, let him examine the deed by which the grounds were given to the Board of Education.

If it be asked what the friends of normal schools shall do to meet this attack, we are inclined to advise that the facts simply be set forth, then let the Legislature do what it will, and appeal to the people of the State for their verdict. We have given many of the best years of our life to the service of Illinois, in the Normal University; we have worked faithfully, and for less money than we could have earned elsewhere; our work has not been a failure, the evidences of success are abundant. We don't owe the State anything. The Normal University has been worth to Illinois many times what it cost, as any can easily ascertain, who want to know. Now, if these pure, uncorrupted friends of the people want to attack the common schools of the State, by cutting off their head, all we have to say is, let them do it. We can stand it, if they can; the sooner the cloven foot is fairly shown, the sooner the people will know what to do with recreant legislators.

EDUCATIONAL INTELLIGENCE.

REPORT OF ATTENDANCE FOR DECEMBER 1874.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor Tardy.	SUPERINTENDENTS.
Quincy,.....	2 381	19	2 219	2 082	94	650	.....	T. W. Macfall.
Hannibal, Mo.....	1 731	15	1 392	1 279	92	669	504	*G. W. Mason.
Belleville.....	1 591	18	.....	1 421	89	419	439	Henry Raab.
Decatur.....	1 538	15	1 506	1 457	95-8	238	871	E. A. Gastman.
Rock Island.....	1 465	15	1 359	1 307	94	105	604	J. F. Everett.
Denver, Col.....	1 298	19	1 180	1 070	90-7	543	336	Aaron Gove.
Elgin.....	1 023	19	975	920	94-2	478	362	C. F. Kimball.
Lincoln.....	877	19	711	662	93	206	276	L. T. Regan.
Marshalltown, Iowa,...	770	19	649	621	95-7	140	294	C. P. Rogers.
Warsaw.....	738	17	680	653	96	108	347	John T. Long.
Macomb.....	663	19	630	597	94-8	66	325	J. G. Shedd.
Urbana.....	620	17	580	553	95	266	253	J. W. Hays.
Shelbyville.....	604	20	553	546	94	36	284	T. F. Dove.
E. Mattoon.....	540	22	512	485	94-7	70	208	N. C. Campbell.
Sycamore.....	514	19	467	445	95-4	91	185	Harry Moore.
Rochelle.....	446	19	387	367	94-8	26	250	P. R. Walker.
Rushville.....	403	14	393	378	96	47	231	Jephthah Hobbs.
Lena.....	393	21	355	331	93-2	402	77	Harry A. Smith.
Minonk.....	378	16	330	301	91-2	347	75	Jas. Kirk.
Griggsville.....	377	18	371	356	96	88	186	A. C. Cotton.
Petersburg.....	356	21	325	296	91	.....	.....	M. C. Connelly.
South Belvidere.....	333	19	318	301	94-7	16	160	J. W. Gibson.
Farmington.....	298	.....	281	275	97-8	.....	130	Henry C. Cox.
Marine.....	235	19	229	192	83-8	.....	50	Wm. E. Lehr.
Buda.....	202	19	194	181	93	97	76	J. N. Wilkinson.
Cedarville.....	92	9	70	62	88-7	11	34	C. W. Moore.
Rockwood.....	78	22	.....	62	80	137	9	James P. Easterly.
Summerfield.....	212	22	185	168	90	.....	14	Robt. A. Tyson.

NOTICE.—These reports must reach us before the 16th of the month to insure publication.

*Principal High School.

STATE ASSOCIATION.—*The Twenty-first Annual Meeting of the State Teachers' Association* was held in Chicago during the last week of the year. In most respects the meeting may be accounted a success. The executive committee attended to the details with unsurpassed fidelity; the literary performances were, in the main, excellent. Our only adverse criticism is upon the place of meeting. The metropolis of the State is not a suitable place to hold the meetings of the Association. The chief value of these gatherings consists in their opportunities for familiarizing the teachers with each other. They were too much scattered on the present occasion to make much headway in that direction. But the hotels! They won the hearts of the school-masters. Nothing remained to be desired in the matter of prompt and courteous attention. This was especially true of "The Palmer." All connected with the house seem to have caught the spirit of the genial manager.

We present the proceedings of the Superintendents' meeting in another place.

The Association met at the appointed place and time, and was welcomed by President Richberg, of the Chicago Board of Education.

The president's address, by Superintendent Hull, of Bloomington, and a paper by Mr. Whipple, of Bunker Hill, on the study of Natural History, occupied the remainder of the afternoon. We hope to present portions of one or both of these papers at no very distant day.

Rev. Dr. Thomas lectured on Education in the evening; but Edwin Booth was at McVicker's, and that and similar entertainments elsewhere took most of the strangers, so that the attendance was not large. The speaker handled his subject with his usual vigor, and suggested ideas both novel and instructive.

On Wednesday morning the Association met in sections. In the High-school section, Professor Whitney, of Beloit College, spoke respecting the relation of high schools to colleges. He urged the necessity of a closer relation between them, and suggested as a test as to whether a school is *high*, "Can its graduates enter any college within two hundred miles of them?" He claimed that the relation between these two grades is neither friendly nor close. "The ideal is that the four American grades should be closely linked together; the second and third are not. Many school districts give little more than primary education; others have graded schools, which grade up to nothing, neither the directors nor the public requiring anything of the kind. Some high schools meet the ideal, but they are very few. Often the stairs from the second story to the third do not quite reach up, and the pupil either stops or has to make a tremendous leap. Or, we may compare his getting into college to the labors of a traveler in changing cars at a country junction—he has to trudge through a mile of mud. The general view shows that for the immense majority of our youth there is very little encouragement to go beyond the second stage. This is a great evil on many accounts. The National Educational Convention at Detroit last August agreed that they look to the high schools of the country to fill the gap between the primary and college courses. Yet, statistics show that only eight per cent. of those fitting for our colleges are in the high schools."

President Moss, of the Chicago University, and Dr. Allyn, of the Southern Normal, continued the discussion of the topic.

In our limited space it is impossible to give a complete account of the proceedings; but such topics were discussed as:

"Are we not sacrificing the English Language to Mathematics and the Sciences?"

"Half day Sessions."

"Does any series of Readers furnish us with sufficient Reading Matter for our Primary Grades?"

"Shall we Teach our Pupils to Take Care of Themselves?"

"Conditions of Learning and Teaching."

"Uses and Abuses of Text-Books."

"The Intermediate Teacher."

"Language Culture."

It will be seen that the exercises were exceedingly practical in their character.

Professor Olney, of Michigan University, was present at the College section on Thursday morning, and in response to a call spoke briefly of the mathematics mania in the schools. He denounced in unmeasured terms the "everlasting arithmetic" with which too many schools are cursed to the exclusion of better things, and the hearty applause which his remarks evoked showed that his criticisms were relished by his auditors. His eminence as a mathematician does not prevent his seeing the value of co-ordinate branches of study.

The question, "Does any series of Readers furnish us with sufficient Reading Matter for our Primary Grades?" was discussed by D. S. Wentworth, of the Cook County Normal, Jonathan Piper, of Iowa, George Sherwood and others. As no definite answer was reached, a committee was appointed, consisting of Leslie Lewis, of Chicago, W. B. Powell, of Aurora, and E. A. Gastman, of Decatur, to report upon the subject at the next annual meeting.

Miss Flemming's paper "Shall we Teach Pupils to Take Care of Themselves?" will appear in the *SCHOOLMASTER*, as will Mr. Hays's, Mr. Hadley's and Mr. Nightingale's.

Dr. Gregory's paper on the Public Schools of Prussia was warmly commended, and was published by one of the Chicago dailies.

Resolutions adopted at the Illinois State Teachers' Association at Chicago, December, 1874.

Your committee on resolutions desire to present the following report:

1. *Resolved*, That we do hereby acknowledge the obligations of the teachers of Illinois to the Hon. Newton Bateman, for the faithful discharge of the duties of his important office and his unwearied efforts to promote the welfare of our common schools.

2. *Resolved*, That the thanks of the association be extended to the Board of Education of the city of Chicago, for their courtesy in providing suitable rooms for the sessions of the association.

3. Also, to John C. Richberg president of the Board of Education, for his able address of welcome.

4. Also, to Messrs. E. E. Whittemore and O. Blackman, and the pupils of the public schools of Chicago under their charge, for the finely rendered music with which they have entertained the association.

5. Also, to the hotels of Chicago for their liberal reduction from the usual rates, and especially the Palmer House for extra accommodations, gratuitously furnished the executive committee.

6. Also, to the following railroad companies that favored members by a reduction from their regular prices. The Ill. Central, C. B. & Q., C. A. & St. L., C. R. & P., and the C. D. & V.

R. WILLIAMS,	J. B. DONNELL,	} Committee.
E. C. DELANO,	FRENCH,	
MARY L. CARPENTER,		

Proceedings of the County Superintendents' Association held in Board of Education Rooms, Chicago, December 28th and 29th, 1874.

President Bateman being absent; Supt. E. L. Wells of Ogle, was elected chairman. Three sessions were held.

The following is a brief summary of papers presented:

JAS. B. DONNELL of Warren county, read a paper to the effect that a superintendent's time is most profitably employed in a vigilant inspection of the kind, quality, quantity and tendency of work done, and methods of discipline used (especially by inexperienced teachers), and by wise counsels in favor of those methods that prevent waste of time and bear a direct relation to the future good of the pupil.

Mrs. MARY E. CRARY of Boone county, in answer to the question, "Ought certificates to be renewed without examination," gave a decided negative based upon the following reasons: Frequent examinations are a great help to the teachers individually, spurring them up to higher attainments,—helping them out of the ruts of mechanical study and teaching, and raising their salaries, by cutting off the poor, *cheap* material.

J. E. MILLARD of Carroll county, reported the following plan for securing "Uniformity of text-books" in successful working operation in his county, to-wit: A county convention of school officers had appointed a committee whose business it was to select a list of text-books for county use. This list the members of the convention pledged themselves to adopt, whenever changes were made in their respective districts.

Mrs. SARAH C. MCINTOSH of Will county, reported a similar convention attended by similar success.

Rev. JOHN HIGBY of Grundy county, thought that county superintendents ought to hold State certificates, 1st, because the value and dignity of the office demands some test of qualification; 2d, such a law was contemplated by the framers of our State Constitution.

Mrs. MARY L. CARPENTER of Winnebago county, read a paper answering the question, "Is it the duty of the county superintendent to examine all persons applying for certificates," in the negative as follows: "Whenever the cause of failure is so apparent that even before the work of teaching is commenced the superintendent knows that failure will be the result, it is his duty to exclude the applicant from examination, as in the cases of insane persons, confirmed invalids, extreme youth, unsightly deformity, dishonesty in examinations, and immorality."

S. L. WILSON of Champaign county, gave the following reasons why the school year should begin Sept. 1st, instead of Oct. 1st.: "1st, teachers who begin their work in September would not be required to make schedules for a fraction of the month, and hurry them in to complete the records of the year; 2d, superintendents could have the early autumn in which to make up their annual report—this while there is leisure—the county schools not having begun; 3d, the township assessor could take the census, and make his report in connection with the report of his other work, and this would be much more reliable than that which is obtained by the present arrangements."

C. S. EDWARDS of Marshall county, advocated the *week* being used as the unit of time in the school law instead of the month, on account of its being less susceptible to variation than the month, the month representing 20, 21 and 22 days, severally; this causes the teachers much inconvenience and the township treasurer extra work.

B. F. BARGE of Henry county, proposed as a plan for securing uniformity in the examinations of teachers throughout the State the following: That a committee of five be appointed to prepare sets of questions for common use of all county superintendents, to be distributed the first of every month.

DANIEL CAREY of Lee county, favored the furnishing of text-books by taxation on the grounds: "That the law establishing free schools should work with the least possible friction. That strict uniformity is required, and it would be enforced if it could be done

with facility. That prudent changes in text-books should be made occasionally, and it is to facilitate the necessary action of directors in these respects that the proposed change in the law is advocated.

Rev. JOHN GRIFFIN of Hancock county, spoke against the practice of endorsing certificates issued by other superintendents as a means of guarding the schools against unqualified teachers who may have slipped into the ranks.

Miss MARY ALLEN WEST of Knox county, presented the subject of classifying country schools under the four divisions viz. : "Need of Improvement, Difficulties, Advantages, and What shall we do about it?" Under the head of "Difficulties" she classed want of time for visiting schools by county supt., want of the "know how" among teachers, want of uniformity of text books, want of permanence among teachers, want of regularity of attendance among scholars. Under "What to do about it" she thought the most effective work was that devoted to educating and elevating public sentiment to the pitch of demanding uniformity of text-books, permanence of teachers, and regular attendance of scholars.

GEO. D. PLANT of Cook county, read a paper which is printed in this number of the SCHOOLMASTER

MARY W. WHITESIDE, of Peoria county, presented her plan and purpose for conducting township institutes. It was evident that "cultivating public sentiment" was one of the planks in her platform. She "Helped the teachers to help themselves," by the series of "popular" institutes she was holding throughout the county on Saturdays. Parents and school officers were being drawn more and more into the discussions of methods, and aims, much general interest had been excited, and while this would naturally result in the demand for greater excellence in the teacher, it would also produce a more intelligent appreciation of his value.

HENRY HIGGINS, of Morgan county, reported that, with the exception of Cook county, but little had been done in the direction of Township High Schools. Reasoning from this he believed that the people were not yet ready for them, and advised "prudent delay" in urging the matter. There was considerable dissent from this view of the subject.

The following are the officers of the association for the ensuing year :

HON. S. M. ETTER, *President, ex-officio.*

MRS. M. L. CARPENTER, *Secretary.*

E. L. WELLS,	}	<i>Ex. Committee.</i>
S. L. WILSON,		
B. F. BARGE,		

MARY W. WHITESIDE, *Secretary.*

Champaign County.—*Mr. Editor.*—At the beginning of the school year we divided our county into ten districts for institute work. The teachers in each district meet once a month (and all upon the same day) for the discussion of questions pertaining to school work. Each district has charge of its own meeting to organize and conduct, as shall be deemed proper. In most cases a good degree of interest is manifested, and in some, considerable enthusiasm. The meetings are held on the third Saturday of each month. School officers and patrons, and all interested in the work of education, are invited to attend and take part in the discussions. The schools of the county are generally in a flourishing condition, and teachers (*progressive teachers*) are making earnest effort to raise the standing of our schools.

S. L. WILSON.

Effingham County.—*Mr. Editor:*—The Effingham County Teachers' Institute met at Altamont on Tuesday, December 29th, and continued in session three days, with Mr. Owen Scott, County Superintendent, as chairman, and an average attendance of sixty. The citizens of Altamont evinced a most lively interest in the proceedings, and we are happy to say that most of the teachers seemed fully awake to the great responsibility that rests upon them. The programme embraced an exposition of the best methods of teaching in each branch; and a discussion relative to the merits or demerits of the various methods followed each exercise. These discussions were lively and interesting, proving most of the Effingham county teachers to be sound, earnest, practical, progressive. On Tuesday and Wednesday evenings we were entertained both pleasantly and profitably with music, select readings, and lectures. The latter, by Messrs. Scott, Wantland and Shipley, were all practical and just to the point, supplying a much needed element for reflection and action in the mind of every teacher present. The Institute adjourned on the evening of the 31st, to meet again at Effingham during the last week in August. We return to our work with renewed ardor.

JULIA V. PHIFER.

Grundy County.—In a communication to the *Morris Herald*, Superintendent Higby gives the results of his observations of the schools of Morris. We select a few items from his letter; they tersely set forth the excellences and the needs of the schools:

There was, apparently, no antagonism in any of the departments of the school between teachers and pupils, but on the other hand there was felt a home feeling in every room, the teachers laboring for the good of their pupils, and the pupils confiding in their teachers and striving to excel in their work.

I would like to speak of the great excellence of the government and recitations in some of the rooms, but must content myself by referring to a few general items:

1. Needed Improvements. It seems to the writer that the directors ought to select readers for text-books which would not need so much correction by the teachers. He would also give it as his opinion that Clark's grammar is not the best adapted to make independent grammarians. A child will not learn to walk so well by always leaning upon a support.

2. It is to be hoped the time is not very distant when the city will feel able to erect a central school building of more pretensions than their present one. This observation is made for the purpose of calling the attention of the authorities to a good system of ventilation. There is nothing worthy of the name in any of the school buildings of the city. All ventilation from the upper part of the room exhausts the pure air, and retains the impure.

COMMENDATORY.

1. The teaching in all of the departments is of the most modern and most approved pattern. The idea first, then the words with which to clothe it, the concrete then the abstract, the development of the thought, then the sentence or the expression of the thought. I noticed also on nearly every teacher's desk, books, the newest and the best, on the theory and art of their profession.

2. The rooms were all clean and comfortable. No paper or litter, or next to none, was scattered on the floor or under the desks in any of the rooms.

3. There was manifest a wholesome moral tone through the whole school. During the two or three days I was in the schools I did not see one cross or angry look or hear an unpleasant word. The principal told me it was very seldom a quarrel occurred in any of the departments among the pupils, requiring his interference. This is certainly quite unusual.

Edgar County.—The cause of education is looking up in this county. An institute, held at Paris on the 28th and 29th of Dec., was attended by about forty teachers from different townships. Much enthusiasm was manifested, and the session proved to be lively and profitable. Teachers throughout the county are holding township meetings every month, which serve not only to stimulate teachers, but to awaken a popular interest in our schools. Another session of the County Institute is to be held at Paris the last week in March.

H.

LIST OF PAYING MEMBERS OF STATE TEACHERS' ASSOCIATION,
TWENTY-FIRST ANNUAL MEETING.

NAMES.	P. O. ADDRESS.	NAMES.	P. O. ADDRESS.
James P. Slade,.....	Belleville, Ills.	C. H. Clemmer,.....	Ills
S. L. Wilson,.....	Champaign, "	Elliot Whipple,.....	Bunker Hill, "
Sarah C. McIntosh,.....	Joliet, "	C. F. Kimball,.....	Elgin, "
Mary A. West,.....	Galesburg, "	L. T. Regan,.....	Lincoln, "
Jacob Miller,.....	Princeton, "	Mrs. L. T. Regan,.....	" "
Mary E. Crary,.....	Belvidere, "	J. H. Preston,.....	Amboy, "
John B. Ward,.....	Duquoin, "	J. H. Stickney,.....	Altona, "
Jas. H. Seaton,.....	Hennepin, "	S. V. Jones,.....	Washburn, "
Daniel Carey,.....	Rochelle, "	W. V. Rood,.....	Granville, "
E. L. Wells,.....	Oregon, "	Miss M. B. Wells,.....	" "
John Stapleton,.....	Oconee, "	E. P. Frost,.....	Peoria, "
A. A. Suppiger,.....	Highland, "	H. L. Boltwood,.....	Princeton, "
John Gore,.....	Ashland, "	C. Rayburn,.....	Hudson, "
R. Williams,.....	Farm Ridge, "	J. F. Everett,.....	Rock Island, "
Wm. Griffin,.....	Carthage, "	L. Gregory,.....	Moline, "
Mary W. Whiteside,.....	Peoria, "	R. J. Landgrige,.....	" "
Mary L. Carpenter,.....	Rockford, "	Mrs. R. J. Landgrige,.....	" "
Amanda E. Frazier,.....	Viola, "	F. B. Molesworth,.....	Onarga, "
J. B. Donnell,.....	Monmouth, "	Mrs. F. B. Molesworth,.....	" "
Henry Higgins,.....	Jacksonville, "	J. H. Bruce,.....	Rantoul, "
John R. Marshall,.....	Yorkville, "	C. S. Wheaton,.....	Champaign, "
Perry A. McKain,.....	Marshall, "	H. L. Wheaton,.....	" "
O. M. Crary,.....	Lyndon, "	P. R. Walker,.....	Rochelle, "
S. P. Nickey,.....	Oakley, "	Sarah E. Robinson,.....	" "
Nettie M. Sinclair,.....	Kankakee, "	Ollie Antridel,.....	" "
C. S. Edwards,.....	Sparland, "	Bettie Risk,.....	" "
B. F. Barge,.....	Geneseo, "	Prof. J. V. N. Standish,.....	Galesburg, "
Chas. E. Mann,.....	St. Charles, "	Mrs. J. V. N. Standish,.....	" "
John Hull,.....	Bloomington, "	G. B. Harrington,.....	Tiskilwa, "
John Higby,.....	Gardner, "	Jennie Butler,.....	" "
L. Kingsbury,.....	Havana, "	Ellen Welsh,.....	" "
Mrs. L. Kingsbury,.....	" "	Emily Thompson,.....	" "
G. F. Mason,.....	Palermo, "	Harvey A. Smith,.....	Amboy, "
Jephthah Hobbs,.....	Rushville, "	Harry A. Smith,.....	Lena, "
Hattie Pratt,.....	Champaign, "	J. S. Hake,.....	Jacksonville, "
Joseph H. Rushton,.....	Plano, "	J. Lawson Wright,.....	Adeline, "
Henry Freeman,.....	Rockford, "	E. Forsyth,.....	" "
Mrs. Henry Freeman,.....	" "	I. E. Brown,.....	Decatur, "
E. J. Hill,.....	Englewood, "	Wm. Florin,.....	Belleville, "
Miss E. H. Sayward,.....	Chicago, "	M. Andrews,.....	Galesburg, "
Emma F. Jones,.....	" "	Lou C. Allen,.....	Champaign, "
F. R. Crary,.....	Belvidere, "	Virginia Sayre,.....	Chicago, "
A. Bayliss,.....	Sterling, "	L. S. Kilbourn,.....	Marshall, "

NAMES.

P. O. ADDRESS.

NAMES.

P. O. ADDRESS.

Helen G. Fuller,.....	Ills.	T. B. Williams,.....	Chicago, Ills.
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J. M. Piper,.....	Mt. Morris, "	J. A. Blinn,.....	Renchler, "
Cora Wertz,.....	" "	J. H. Higby,.....	Gardner, "
Helen A. Knight.....	" "	Mary Hartman,.....	Galesburg, "
J. H. Blodgett,.....	Rockford, "	S. C. Cotton,.....	Mt. Carroll, "
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M. L. Seymour,.....	Blue Island, "	Miss M. H. Kingman,...	Springfield, "
H. J. Sherrill,.....	Belvidere, "	Mrs. G. L. Richardson,...	Lee Centre, "
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Mrs. J. S. McClung,.....	" "	Florence Mateer,.....	Kankakee. "
C. P. Hall,.....	Princeton, "	Ada Whitcomb,.....	" "
John X. Wilson,.....	Peoria, "	E. A. Gastman,.....	Decatur, "
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J. W. Gibson,.....	Belvidere, "	R. B. Welch,.....	Washington, "
Wm. Brady,.....	Marseilles, "	H. B. Cort,.....	Rochelle, "
O. F. Barbour,.....	Rockford, "	W. A. Brubaker,.....	Mt. Morris, "
Mrs. O. F. Barbour,.....	" "	W. R. Haig,.....	Dixon, "
Miss S. A. Phelps,.....	Wethersfield, "	N. C. Dougherty,.....	Mt. Morris, "
Miss E. D. Morris,.....	" "	Louisa Schnebly,.....	Peoria, "
J. A. Mercer,.....	Sheffield, "	A. L. Garlinghouse,.....	" "
Lizzie Farson,.....	Champaign, "	Emma V. White,.....	Princeton, "
W. R. Shinn,.....	Jacksonville, "	A. Harvey,.....	Paris, "
J. H. Ellis,.....	Neponset, "	E. P. Jenree,.....	Galesburg, "
Geo. H. Field,.....	" "	D. R. A. Thorp,.....	Ottawa, "
Miss — Mosher,.....	Knoxville, "	Laura B. Humphreys,...	Bloomington, "
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Kate O'Leary,.....	" "	Miss C. H. McFarlin,....	" "
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Cora Valentine,.....	Rock Island, "	H. H. C. Miller,.....	Morris, "
Wm. Osmond,.....	" "	Mrs. H. H. C. Miller,.....	" "
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C. I. Parker,.....	Danville, "	Leslie Lewis,.....	Chicago, "
Ira B. Allen,.....	Mt. Morris, "	S. A. Forbes,.....	Normal, "
John W. Cook,.....	Normal, "	James Hannan,.....	Chicago, "
W. H. Lanning,.....	Champaign, "	F. A. North,.....	Perry, "
S. H. White,.....	Peoria, "	A. S. Kissell,.....	Chicago, "
C. F. Diehl,.....	Dwight, "	Chas. H. Long,.....	Stanford, "
Robert Allyn,.....	Carbondale, "	Geo. Howland,.....	Chicago, "
N. W. Boomer,.....	Chicago, "	Cora Carpenter,.....	Rockford, "
J. L. Pickard,.....	" "	Carrie Carpenter,.....	" "

NAMES.	P. O. ADDRESS.	NAMES.	P. O. ADDRESS.
Miss J. H. Pulsifer,	Mattoon, Ills.	E. C. Hewett,.....	Normal, Ills.
Mary Hawley,.....	Beardstown, "	Mrs. E. C. Hewett.....	" "
J. Piper,.....	Chicago, "	Hiram Hadley,.....	Chicago, "
J. M. Hays,	Urbana, "	S. M. Etter,.....	Springfield, "
Ella Waldron,.....	Bureau Junction, "	W. B. Powell,.....	Aurora, "
Samuel Willard,.....	Chicago, "	Miss L. V. Little,.....	Chicago, "
J. Slocum,	" "	Alice L. Barnard,.....	" "
H. R. Edwards,.....	Byron, "	Miss L. M. Johnson,.....	" "
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F. S. Heywood,.....	" "	Minnie J. Clothier,.....	" "
E. C. Delano,.....	" "	A. F. Nightingale,.....	Ravenswood, "
Miss M. W. French,.....	Decatur, "	Mrs. A. Bayliss, ..	Sterling, "
Miss L. S. Curtis,.....	Chicago, "	W. H. Brydges,	Racine, Wis.
Georgie Valentine,.....	Rock Island, "	M. Clarke,	Hyde Park, Ills.
Mary A. Newcomb,.....	Galesburg, "	Helen A. Butler,.....	Chicago, "
Mrs. L. P. Graves,.....	" "	A. J. Sawyer,.....	Mendota, "
Julian L. Frohock,.....	Centralia, "	Wm. E. Crosby,.....	Davenport, Iowa.

ILLINOIS NORMAL.

The winter term opened promptly on the 4th of January; most of the students were present at the beginning. The number in attendance this term is very large; on Friday, the 22d, there were 318 in the Normal; 87, in the High School; 68, in the Grammar School; and, 47 in the Primary; making 520 in all. One gratifying fact is the large proportion of old students returned; about five-sixths of those in the Normal last term are with us again this winter.

All the work is going on very smoothly, the only drawback being the prevalence of colds among both pupils and teachers. The seniors are attending to their *constitutions*, and are now beginning to *see stars*.

All the societies and associations have started off quietly but efficiently. J. P. HODGE is President of the Wrightonian, and LEWIS O. BRYAN, of the Philadelphian. On the second Saturday evening of the term, the societies held a Union sociable; on the next Saturday evening, PROF. WILSON of the Wesleyan University gave a reading. The attendance was fair, and all seemed pleased. DR. SEWALL gave the second of the course of lectures at the Baptist church, on the evening of January 8th. It was a bitterly cold night; the audience was not large, and some of the Doctor's apparatus froze up. But he gave an instructive lecture, and many of the experiments were very beautiful. Dr. Gregory of Champaign was expected to lecture on the evening of the 22d, but he missed a train, and so failed to make an appearance; his lecture will come later in the course. Dr. Fallows of the Wesleyan, will lecture on the evening of Feb. 12th; subject, "Self Conquest."

C. H. REW, as we learn from the local papers, is doing good work at Pontiac. And, in fact, we hear almost nothing else from any of the Normals who are in the field.

NEWTON O. WISE, we learn, is dead.

ALICE H. TWINING, as she was once known at Normal, died suddenly, in Bloomington, Jan. 22d. She was the wife of Mr. Jackman, Jr.

SARAH H. STEVENSON, appears this month as a contributor to the *Popular Science Monthly*.

SAMUEL W. GARMAN, as we see by the Boston papers, is still rising as a scientific man, at Cambridge.

BOOK TABLE.

Our Helen. By SOPHIE MAY, Boston; LEE & SHEPARD. New York: LEE, SHEPARD & DILLINGHAM. Sold by HADLEY BROTHERS, 136 State Street, Chicago. 19 mo. Illustrated. Price \$1.75.

This little volume is neatly bound, and the typographical work is well done. The illustrations are exceedingly good, especially the one on p. 220, "Ozem pulled with a will."

We note a few blunders that need correction. On p. 76, 11th line, *he* should read *she*. On p. 104, 6th line, a hyphen should be inserted at the close of the line. On p. 285, 10th line, *o* should be lowered into line. On p. 291, Mr. Lynde is represented as having taken a journey of *two thousand miles* in going from Maine to St. Louis. He must have followed the plan of members of Congress under the old mileage rules. But Shakespeare and Goldsmith blundered dreadfully in their geography, and why not Sophie May? On p. 303, *leave* should be *leaf* and *leaf* should take its place. "Willows are the first to leaf out, &c."

The story is interesting and natural. We should not hesitate to put it into the hands of boys or girls—especially girls. It teaches more than one good, serious lesson, and does it ingeniously. We are preached to without knowing it, except by the effect. The style is sprightly without being light, and humorous without being silly. The characters are well-drawn and are all possibilities. We put it on the shelf with "Little Women," and shall not be slow in introducing our young friends to its pages.

It will be sent by Hadley Brothers on receipt of price.

The Columbian Speaker. Selected and adapted by LOOMIS J. CAMPBELL and OREN ROOT, JR. Boston: LEE & SHEPARD. New York: LEE, SHEPARD & DILLINGHAM. Sold by HADLEY BROTHERS, 136 State Street, Chicago.

This is one of the Columbian Series, and will be followed by others, each complete in itself. It contains 240 pp.; one hundred and twelve selections, about one-sixth of which are poetry. The articles are descriptive, declamatory, pathetic, humorous, narrative—indeed, well selected for the purpose intended. The number of poetical selections is too small. The tendency is rather too strong to modern literature to the neglect of the old masters of English style. The binding is also, not the best. The copy before us has been used, as these books are likely to be, by several different persons, and is already giving way. Teachers who have rhetorical exercises—and who should not?—are besieged for something to read or "speak." This little book will be found very convenient for such occasions. Send 75 cents to Hadley Brothers and you will receive it by return mail.

The Reading Club. Edited by GEORGE M. BAKER. Boston: LEE & SHEPARD. New York: LEE, SHEPARD & DILLINGHAM. Sold by HADLEY BROTHERS, 136 State Street, Chicago.

This book is about half as large as *The Columbian Speaker*, and is the first of an intended series. It numbers about fifty selections, two-thirds of which are poetical. There is an evident straining after the "funny," as twenty of the articles may be classed as humorous. Some of them are not fit for such a work and leave the impression that the book is rather low in tone. Several of the selections are in dialect, and are by no means the best specimens of that kind of literature. There is a field for just such books as this should be. Great care should be exercised in compiling a reader of any kind, but especially a "Speaker," most of which will be memorized. It is to be hoped that the subsequent numbers of the series will aim higher.

It will be sent on receipt of 50 cents by Hadley Brothers.

The American Educational Annual. A Cyclopadia or Reference-Book for all Matters Pertaining to Education, etc. Vol. I. 1875. New York: J. W. SCHERMERHORN & Co.

This seems to us the best adapted to its purpose of any reference-book on Education, that we know. A glance at its table of contents will show what is attempted. National Land Grants in Behalf of Education; State School Systems in the Several States; Territorial School Systems; Geographical Discoveries during 1873 and 1874; Scientific Discoveries in 1873 and 1874; Peabody Educational Fund; Education statistics of States and Territories; School statistics of one hundred American Cities; Colleges and Universities, Theological Schools, Law Schools and Normal Schools in the United States. These are a part of the subjects treated of. Of course the topics receive only a brief treatment, but there is a stock of valuable information here, that teachers and school officers will hardly find elsewhere in a form so available. The book contains 290 large pp., and is well printed and neatly bound. We can supply it for \$1 25 postage paid.

Cole's Primary Writing Grammar, or Syllabus of Language Lessons, by J. R. COLE. Published by CUSHING, THOMAS & Co., 150 Clark Street, Chicago.

This in shape resembles an ordinary copy-book, but is larger. It contains 28 pp. On p. 1 are rules for the use of capitals, for formation of plurals and possessive case, and a few general rules for punctuating. Pages 2 and 3 are devoted to Orthoepey. The directions are printed at the head of the page and are sufficiently explicit. Six columns of 14 words each are to be written by the pupil on each page; in the first column seven of the words must have the sound of *a* in *mate*, the remaining seven of *a* in *mat*, etc. Pages 4—8 are devoted to names of articles, the pupil is to write according to printed directions. The remaining parts of speech are similarly treated. Sentences are then written and afterward separated into the parts of speech. More difficult work is presented, subsequently, and finally the pupil is introduced to composition writing. If the directions have been faithfully followed, there will be little difficulty at this stage of the work. At the bottom of each page cautions are printed. These are not stated in the best English at all times; witness p. 3, "See that the words in each column are written directly *under each other*."

This is one of the many indications of the times that the study of grammar is assuming a rational form. What consummation is more devoutly to be desired?

Write the publishers for further information respecting this little book.

PERIODICALS.

Littell's Living Age. As aforetime, this "monthly coming once a week" contains some of the richest of foreign literature. The *Age* is one of the periodicals that are not easily given up when one has once fairly [made their acquaintance. Price \$8.00; with the SCHOOLMASTER \$8.00!

Teacher's Index to January Magazines.—LITERATURE.—Autumn days in Weimar, By Bayard Taylor. *Atlantic*; p. 26.

Report of School Committee of Topsfield, Mass. (A curiosity). *Harper's*, p. 299.

The Warlock of Windbags, (a criticism on Carlyle). By Junius Henri Browne. *Galaxy*; p. 44.

BIOGRAPHY.—Charles Sumner. By H. W. Longfellow, *Atlantic*; p. 25.

Sketch of Dr. Jeffries Wyman, with a portrait. By Burt G. Wilder. *Popular Science Monthly*; p. 355.

George D. Prentice. (Portrait) *Harper's*; p. 193.

GEOGRAPHY.—From Paris to Marly, by way of the Rhine. (Illustrated.) *Lippincott*; p. 9.

Following the Tiber. (Illustrated.) *Lippincott*; p. 30.

The Ancient City, (St. Augustine,) II. (Illustrated.) *Harper's*; p. 165.

Ismaila. By Sir Samuel W. Baker. (Illustrated.) *Harper's*; p. 233.

Travels in South America. (Illustrated.) *Scribner's*; p. 266.

Canons of the Colorado. By Maj. J. W. Powell. (Illustrated.) *Scribner's*; p. 293.

ART.—The Stage in Italy. *Lippincott*; p. 98.

HISTORY.—The Native Races of America. *Galaxy*; p. 75.

Our Post Office. By Gardner G. Hubbard. *Atlantic*; p. 87.

The Virginia Campaign of John Brown. By F. B. Sanborn. *Atlantic*; p. 16.

The Parsees. *Lippincott*; p. 117.

SCIENCE.—The Leaden Arrow. (On Gunnery.) *Lippincott*; p. 56.

The First Century of the Republic. (Iron Manufacture.) (Illustrated.) *Harper's*; p. 212.

Crystalline and Molecular Forces. By John Tyndall. *Popular Science Monthly*;

p. 257.
Concerning Bears. By William E. Simmons, Jr. (Illustrated.) *Popular Science Monthly*; p. 281.

Mathematical Investigations in Physics, II. By Joseph Lovering. *Popular Science Monthly*; p. 308.

Biology for Beginners. By Sarah Hackett Stevenson. (Illustrated.) *Popular Science Monthly*; p. 340.

EDUCATION.—The Americanized European. By Dr. O. W. Holmes. *Atlantic*; p. 75.

Higher Female Education in Prussia. *Atlantic*; p. 125.

Reason against Routine in the Teaching of Language, I. *Popular Science Monthly*;

p. 322.

The Science of Education. (Editorial.) *Popular Science Monthly*; p. 381.

The American Naturalist.—Those of our readers who are trying to interest their pupils in Natural History, will find valuable assistance in the *American Naturalist*. It is ably edited. The information given is always accurate and it is presented in an attractive form. Although always preserving a thoroughly scientific method, it is not so technical as to be beyond the comprehension of an intelligent boy. We have before us the first number of Vol. 9, being that for January 1875. The opening article is on the "Pine snake of New Jersey" by Rev. Samuel Lockwood. The writer gives a full account of the habits of this curious animal and, incidentally, many new facts concerning the Ophidians or snakes. Next, D. C. C. Perry gives a very pleasant report of his "Botanical observations in southern Utah" during the summer of 1874. The third, is an illustrated article by Prof. A. E. Verrill on the "Colossal Cephalopods of the North Atlantic." This is followed by the fourth of a series of illustrated articles on the "Life history of the Protozoa" by Dr. A. S. Packard. It is the intention of the author to extend this series to each class of the animal kingdom. Finally, Prof. E. D. Cope furnishes a very interesting sketch of the "Wheeler geological survey of New Mexico for 1874". These, together with a variety of notes on various topics interesting to Naturalists, fill the 64 pages of this valuable Magazine. Teacher, isn't it worthy of your patronage? Edited and published by A. S. Packard and F. W. Putnam, Salem, Mass., at \$4.00 per year. With the *Schoolmaster* \$4.50.

The Nursery, published by John L. Shorey of Boston, we esteem the very best Magazine for the "wee ones" in the country. It doesn't deteriorate; that is enough to say. Price \$1.50; with the *SCHOOLMASTER* \$2.50.

The Illini, the organ of the Industrial University, is published at Champaign; terms \$1.00 per year. It is well printed by the students themselves, and presents a very creditable appearance.

PUBLISHERS' DEPARTMENT.

We desire to call the especial attention of those of our readers that live in McLean and adjoining counties to two Bloomington houses, advertised in this number of *THE SCHOOLMASTER*. We refer to Strobe's Palace of Music and the superb Jewelry establishment of Myron F. Case.

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ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

MARCH, 1875.

NUMBER 82

SUGGESTIONS TO TEACHERS OF ZOOLOGY.

An excessive prejudice against "theorizing" leads many a man into the absurdest contradictions in practice: and there is perhaps no better illustration of the indifference of many teachers to the general principles underlying their work than in some of the prevalent methods of teaching zoology.

It was not sufficient to expel from the school-room certain vicious methods of teaching arithmetic, but precisely similar methods had to be specially hunted out of the teaching of grammar and geography; and now, because so few teachers have ever appreciated the fundamental reasons for these reforms, an identical work must be done for zoology. This newest of all the branches of the common-school course, furnishes numerous examples of the most venerable of all the errors of instructors.

For instance, few teachers can now be found who will assign, as the first lesson in arithmetic, definitions of quantity, magnitude, number and the like, or who will commence a course of instruction in geography by the assertion that the earth is one of the planets of the solar system, or the study of a language by memorizing the rules and paradigms of its grammar. Yet there are not a few who, when zoology is the subject of discussion, begin by separating organic from inorganic nature, and proceed thence to define plant and animal, vertebrate and invertebrate, mammal; mollusk and articulate. Or, seeking apparently for the most remote and incomprehensible initial point which it is possible to select, they begin by *talking* about creatures utterly unfamiliar to their pupils, which they cannot possibly show, which they themselves have never seen and never expect to see.

How inconsistent to commence arithmetic with the unit itself, and zoology with an attempted conception of the whole animal kingdom; to begin geography by measuring the school-room, and zoology by reading about the

Protozoa; to lead by slow and easy steps to the rules of grammar, and to give directly the classification of animals, entire and finished as by inspiration from above; to take care that in learning to read the complete idea precedes the word, and to convert the study of nature into a matter of the verbal definition of terms used in natural history, to which the pupil is quite incapable of attaching any meaning and which the teacher himself, perhaps, but imperfectly realizes.

Probably the failure to make one simple distinction is the source of more illogical teaching than any other error;—the failure to note and bear in mind the fact that there is a very wide difference between defining an animal and defining the animal kingdom, between forming an idea of a vertebrate and forming an idea of the sub-kingdom Vertebrata. Animal and vertebrate are comparatively simple terms; they suggest single objects and but a few of the characters of these; while Animalia and Vertebrata represent exceedingly complex conceptions, of groups within groups, and these again within others, of unnumbered individuals united by the most intricate and far-reaching relations;—conceptions which can only be attained by such gradual, skillfully prepared and adjusted steps as those by which the teacher of geography leads his pupils up to a sufficient conception of the surface of the earth.

It is plain that, if we mean to teach only a vocabulary of scientific terms, we may begin with animal or vertebrate as well as with *Turdus* or *Sciurus*; but, if we are to teach zoology, we must begin where the mental powers will encounter the slightest difficulties.

It seems clear that the study of any complex subject may be best begun with that element which naturally strikes the mind as a unit, whose apprehension requires neither conscious synthesis nor conscious analysis. The first operations of arithmetic are performed upon the single thing, the next upon small collections, and the later ones upon parts of things. The differences of opinion concerning the proper point of departure in reading and grammar are, at bottom, only differences of opinion respecting the *unit of expression*, some believing it to be the sentence, others the word.

The geographical unit is so vast, and requires for its conception such an immense synthesis of ideas of diverse and variously related units, that it can be reached only after long preparation and by slow approach.

The zoological unit, we readily see to be the single animal. This is known at once as one, requires for its apprehension neither the previous separation nor the previous combination of elements; and it is *here*, therefore, not in a group of animals nor in a word denoting it, that we find a starting-point.

It is to the study of classification, when properly directed, that we are to look for the most valuable mental culture. Moreover, this furnishes the

only satisfactory framework and foundation upon which to collect the facts of function, habit, distribution, etc. For this and many other reasons, it should have a very prominent place and should be first considered.

Zoological classification is based upon the likenesses and differences of animals, and these are, of course, determined by comparison. No general and vague comparisons will suffice, but part must be carefully and minutely contrasted with part, and the contrasted objects regarded from both the most special and the most general points of view. The necessary preparation for this is an analysis of a single animal, distinguishing, first in a general way, and then in greater detail, the parts of which it is composed. This is the proper time to commence the introduction of the necessary descriptive terms.

When a single specimen has been studied with sufficient care to make possible detailed comparisons, two specimens may be studied together, and lists made of resemblances and differences, the objects being so selected as to present a considerable number of each. A hawk and a duck are good examples. Next, a group of specimens, representing, let us say, a family or an order of birds, may be taken up.

Probably few who have thought upon the subject at all have overlooked the fact that, while the *original* study of nature is productive of the most exacting discipline, mental and emotional, its study *at second hand* is very often almost barren of results. It makes little difference whether the characters of a group are pointed out upon a specimen by the teacher or imparted orally or printed in a book or painted on a chart; if the pupil acquires them from any of these sources by direct instruction, he may have gained a few comparatively unimportant facts, but of useful culture absolutely nothing.

The chromo-lithograph and the colored print are favorite instruments of instruction, but I verily believe that the perception and judgment of the child are far more strongly taxed and more effectively cultivated in comparing a with b and c with d as he learns his alphabet than by any ordinary use of these sharply-drawn and highly-colored pictures.

In short, here as elsewhere, the teaching of zoology needs to be brought under the same general principles which govern the other common branches. Pupils are led to reconstruct, for themselves, by comparison and generalization, the rules of grammar and arithmetic, and are thus made to appreciate, as they could be in no other way, the facts and processes upon which these rules are based. In a similar spirit, they are made, from the simplest beginnings to develop and almost to re-discover the uses of maps in geography; and I can see no good reason why zoology should be made an exception to the general rule that the pupil should be placed as nearly as possible in the

attitude of an original investigator, and, generally speaking, should be led, with the least possible *leading*, over the path followed in the first elucidation of the subject of his study.

This rule I have attempted to apply, and, to make the subject clear, I give the following outlines from my own class-practice. I shall draw most of my illustrations from ornithology, because this seems to me, for various reasons, to be the best starting-point.

The students are seated at tables such as form the regular furniture of some of our high-school rooms, in groups of from four to six, and provided with pencil and paper. Upon each table are placed from three to five bird-skins representing the group to be studied, together with a few other specimens belonging to kindred groups. The former are usually distinguished by a bit of red tape. The preliminary training indicated above has prepared the class for the wider comparisons necessary to the determination of the common and differential characters of the specimens before them. They are instructed to head their papers "Characteristics of —", and to determine and note, each for himself, the external characters common to all the *marked* birds, but which are wanting in at least *some* of the other birds on their tables.

It will be seen that this compels, first, a comparison of all the members of this marked group each with each, for the purpose of determining their common features, and, second, a comparison of this whole group with the other birds before them, with a view to determining the differences.

If the cluster of birds to be characterized represents a family, of course the other specimens placed with them for comparison should represent as many other *families of the same order* as practicable; or, if an order be the subject of study, then as many other orders of the same sub-class should be selected from as the teacher's cabinet will permit. The lists, when complete, will then present a full summary of the external characteristics of the given group.

These papers—upon which the pupils names are "marked"—are then collected; and in a general discussion, the entire list of true characters is passed in review, in order that each student may make a memorandum for future study of such points as he has failed to observe.

The exercises are made progressively difficult by next uniting *two* divisions in the marked cluster, requiring the students to separate them by original comparison, before proceeding to determine the peculiar features of each; and, next, by supplying the tables with specimens of an indeterminate number of divisions, all unmarked save a single specimen—or, for convenience, two—of the division to be studied, when the pupils are required to

separate from the miscellaneous collection before them the other members of this group by observing their resemblances to the marked specimen, and to find the common characters as before.

At another lesson, members of two or three families are placed before them, (the number of families not being given) which they are expected to classify by, first, selecting specimens from the mass which they are satisfied must belong to different families, second, grouping the remaining specimens about these *types* by comparison, and, third, attempting to define each group by its common characters. If they fail to find a sufficient number of characters at once common and distinctive, they are told to redistribute their specimens and try again. Each of these exercises may be made more or less difficult, and many other similar expedients will suggest themselves to the ingenious teacher. All those mentioned, I have used with encouraging results.

With regard to the *order* of procedure, remembering that we are aiming to acquire a knowledge of classes of objects and that progress must be from the small and simple to the large and complex, we see at once that a study of the smaller and more homogeneous divisions, such as species and genera, naturally precedes that of the larger and more heterogeneous, such as families, orders and classes; and that, in general, we should begin with the easiest and simplest group in each class which we expect to be able to treat. I can only regard the attempt to give the pupils of a primary or grammar school the general classification of the entire animal kingdom, as preposterous in the extreme.

When the families of an order or the orders of a class have thus been passed in review, specimens of all these are submitted to the class, (with the necessary additional material for comparison) and the characters of this group of *groups* determined as those of the groups of *specimens* have been before. Not until each sub-division is finished, is its outline constructed.

In the review, instead of topics, specimens are distributed, each to be classified, and the characters pointed out of the groups to which it is assigned. In this connection, the pupils reproduce the general facts of natural history, which have been given to them as suggested by the peculiarities of structure to which they are related.

The study of each class should be closed with the study of a skeleton, among vertebrates, and the dissection of an animal so conducted as to demonstrate the chief internal peculiarities of the class. This work should be done, if possible, by the pupils themselves, otherwise by the teacher in their presence.

The summary of the characters of the Vertebrata may best be left until the study of the Invertebrata has been begun, in order that the dis-

tinguishing features of the former may be developed by contrast with the latter; and, in general, no group should be considered by itself, but always in comparison with some other.

The definition of the animal kingdom and the attempt to clearly realize the relations of its sub-divisions, will thus be the terminal, instead of the initial, point of the course.

The method of the study of classification sketched above will, in most cases, be practicable to a limited extent only. I have used it only with birds and insects.

When the time and material are insufficient for such work as this,—as will commonly be the case with the mammalia, for example,—I have resorted to the following method. Specimens of an order or two have been made accessible to the class, and the pages of the text-book *loosely* indicated within which their discussion might be found. At the next recitation, the pupils have not been questioned directly upon the statements of the book, but have been held for the classification and ordinal characters of the animals, and required to tell whatever else they have learned about the orders to which these belong. This has at least insured careful examination of the specimens and a comparison of their characters with the printed descriptions.

In a few cases, when some connecting link could not otherwise be supplied, or when the meaning of descriptive terms could not otherwise be made clear, points have been demonstrated orally by the teacher from a single subject.

To guard against an *inflexible* association of ideas, topical reviews are had occasionally, such as to compel a rearrangement of the facts acquired, in new relations. For example, under the head of “nervous systems”, the pupil is expected to describe either the simplest or the most complex nervous system with which he is acquainted, and to indicate in a progressive order the various modifications of this plan as exemplified in other animals. “The anterior extremities of vertebrates”, “the teeth of mammals”, “exo-skeletons”, “aquatic respiration,” and the like, are fruitful topics of this kind.

The final examination exercises may be arranged under the following heads:—recitations from specimens, recitations from topics, extemporaneous determination of the characters of some unfamiliar group, dissections to illustrate given points, (e. g., three leading internal differences between birds and mammals) blackboard sketches of obscure distinctions, and, finally, “outlines” of the classification.

In the foregoing sketch of methods, of course many essential points have been omitted; but, I think, chiefly such as will suggest themselves to the qualified teacher. I have not taken time to show the connection between the

suggestions of this paper and the principles of the preceding one in the December SCHOOLMASTER; but this, it is hoped, is not too obscure to elude any one who cares to make the comparison.

Doubtless a score of objections have already been raised by the wishful but impatient reader who has followed me thus far, all of which may be summed up in the single word, "*impracticable*." He may even ask, "How can I teach zoology in the way you recommend, when I have neither specimens, nor tables, nor room, nor even charts and books?"

Yankee-like, I would retort, "How can I teach arithmetic, if I have neither books, nor boards, nor crayon, nor slates nor pencils, nor paper, nor numeral frames, nor white beans to count, nor fingers, (nor toes) to take their places? In short, how can I make bricks without straw?"

The reply would probably be, "*Get* straw, or give up and don't try." And so I would answer, "*Get* these things, at least in such number and variety as you can (for every one can do something), teach zoology as far as these will carry you, and then *stop*. Don't waste precious time and heroic effort, with no other possible result than to impart to your pupils a few barren and useless facts and to intensify and *justify* a wide-spread and deeply-seated prejudice against the study of "bugs and snakes and clamshells."

No one would think of setting a boy to work in a garden with tools taken from the carpenter-shop; and yet teachers are at work all over the state trying to spade with the chisel, hoe with the adze and plow with the jack-plane. No wonder at the prevalent indifference to such "science" as this! It is time to settle the point, that the teaching of zoology requires special facilities and special training not less, but more, than do arithmetic and grammar and geography.

I am confident that the number of specimens needed to illustrate a very fair course in zoology and the difficulty of obtaining them are both greatly exaggerated. A hundred dollars, judiciously expended, will provide a collection but little inferior to that which I habitually use. But there is no need of even this expenditure: a single season's active work of teacher and pupils in connection with the State School and College Association of Natural History, has gone very far towards accomplishing the object for several schools, during the past year; and that by processes which, in *themselves*, have been a constant profit, instead of a cost, to all concerned.

Indeed, if the teachers of the State will undertake *this* work with the same generous and hopeful activity which characterizes their labor in other fields, studying, working, thinking, with the cautious earnestness of heartfelt purpose, I believe that it is part of the "order of Nature" that they must succeed; and that by their success they will lift our public schools to a higher plane.

S. A. FORBES.

“ONE OF THESE LITTLE ONES.”

BY JULIA V. PHIFER.

Sweet are the bright June days,
Quivering through with bliss,
Athrob with the hearts of flowers,
Like a maid at her lover's kiss;
Sweet are the banners of gold, that over the sunset fall;
But the fair, pure eyes of a child, are sweeter—sweeter than all.

Sweet is the chime of bells,
Out on the Sabbath air,
Thrilling adown the heart
With a peaceful sound of prayer;
Sweet are the echoes faint, through the dewy eve that fall;
But the jubilant laugh of a child, is sweeter—sweeter than all.

Sad are the memories old,
Easily, lightly stirred;
Dead,—yet wakened from death
By the tone of a careless word.
Sad are the vain regrets for something beyond recall,
But the thought of a childhood lost, is sadder—sadder than all!

SOME NONSENSE IN SCHOOLS.

The printer “raised the Old Boy” with our communication last month, by putting a paragraph at the end, which didn't belong to the “Old Boy's” article at all, as we presume most of our readers guessed.

Our observation has convinced us that nothing is more essential to the success of a school than that the personal relations between teacher and pupils should be of the right kind, in all respects. However well appointed may be the school-house, its surroundings and apparatus, however excellent the text-books and the system of instruction, however well-informed and able the teacher; all will be of little avail unless right relations are established between teacher and pupils. These relations should be marked on the part of the teacher by kindness, sympathy and true friendliness, joined with judgment, firmness and good sense; on the part of the pupils, by obedience, good will and genuine respect. Sham and affectation have no place here, with either party; and the teacher who tries to impress his pupils either by undue familiarity or fawning, on the one hand, or by an assumption of feigned dignity, on the other, makes a sad mistake,—a mistake that nothing can atone for.

Now, the teacher's manner of addressing his pupils has much to do in making these relations of which we speak, right or wrong. And, just here is where many teachers make a great mistake, sometimes rendering themselves ridiculous, and disgusting every pupil who has a grain of sense. We have heard of teachers in common district schools, who always address their flock of boys and girls, as "gentlemen and ladies." In these schools, you will hear such expressions as these: "The gentlemen may go out," "The ladies may take a recess," "Mr. Brown may come to the desk," "Mr. Smith, attend to your lessons," "Miss Jones may recite", etc. The *gentlemen* in this case are mostly little fellows in short jackets and copper-toed boots, from six to fourteen years of age; and the *ladies* are little girls of about the same age, in pinafores. *Mr. Brown* is a little shock-headed boy ten years old: *Mr. Smith*, scarcely as old, has been lured from his books by the charms of a spit-ball warfare; while *Miss Jones* is little Sally Jones in her second term of school, about to recite the 4's in the multiplication table.

What is the effect of such a preposterous style of address upon the children themselves. It is true, young people are generally anxious to get old as fast as they can; the little boy may look with some envy upon the youth whose mustache is just sprouting, and the little girl may be in haste for the time when she shall wear long dresses; but they very well understand that at present any attempt to assume the dress or the ways of those who are so much older than they are, would be simply silly and ridiculous. And they know equally well, that any such style of address from the teacher, as we have indicated, is no less out of place; they know that it is merely *sham* on his part to speak thus; and, if they are natural boys and girls, they cannot feel anything but contempt for him. Real boys like to be called *boys*; and real girls like to be called *girls*; if they are addressed individually, they prefer "John, Richard or Sally" to any stilted *Mr. or Miss*.

Teachers who fall into this disgusting habit usually are shallow creatures just from the Normal School, or the Freshman class in College, or from the Ladies' Seminary. They have heard this style of address there; and they have no sense of adaptation or propriety, but suppose the best thing they can do is to imitate in *all respects* the institution they have just left, in the common school. The probability is that, in the arrangement of all the exercises of the school, and in the teaching of every subject, there will be the same silly aping of what they have been accustomed to, as in this matter. If the result isn't a failure all through, it ought to be; there is not much doubt that it will be.

A little common sense, a little power of adaptation, is quite as essential to success in the school-room as a good standing at the College or the Normal School.

AN OLD BOY.

*LANGUAGE CULTURE.

Language,—from *lingua*, the tongue, in its original signification, means the expression of thoughts and feelings by means of oral speech; but as expression of thought is not limited to this medium alone, the term has very properly been taken to include all kinds of expression,—oral, written and pantomimic. *Language Culture*, therefore refers to the cultivation of the power of expressing thought. In this broader and more liberal sense it covers a very extensive field, embracing in its scope, not only a proficiency in the use of language for the purposes and needs of ordinary life, but also a knowledge of the *dead* languages as the ancestors of our better and richer *living* tongue;—also a study of all Literature as the *fruit* of human thought.

But I presume that it was designed by those who assigned me my topic, that I should limit my discourse to the language-culture demanded by our existing systems of common-school education, when it is assigned its appropriate and equitable position in them. To this limit, then, I shall endeavor to confine myself, devoting my attention chiefly to the Primary and Intermediate grades of instruction, and touching very lightly, if at all, on the culture demanded by the high school and the college. For if the foundation is well laid, the superstructure will be easily reared.

The interchange of thought in some form is so necessary to human existence, that language has been given as a possession common to the human family. Its pre-eminent importance may be assumed from its priority in point of possession. In the progress of civilization people *talk* long before they count dollars, or practice chemic arts in the manufacture of lager beer. *Thought* is parent, *language* is offspring. Rude nations possess a rude and meagre vocabulary because they need no more. Trench relates of certain uncivilized tribes in Brazil, that their language possesses no word corresponding in the least to our word “thanks”; and says that this is not to be wondered at, for in their savage breasts the feeling of gratitude is unknown. Other tribes have no word meaning *love*, because they have never experienced an emotion of affection.

Enlightened and refined civilization *creates* innumerable and beautiful ideas, and language correspondingly rich and varied springs into existence. With nations, no more than with individuals, however, language is the visible and audible index that indicates their inner life. They may perish, but their language in its various forms shall live on and on through the ages. The antiquarian of the unknown future shall amuse himself in deciphering

*Read at State Teachers' Association, Chicago, Dec. 30th, 1874.

our hieroglyphics, and shall, through them look into our life,—shall there meditate on our character itself, revealed to him by the records we are leaving. “Out of the fullness of the heart the mouth speaketh.”

It is not only as the index to individual and national character, that language has great significance, but as one of the foremost engines of *power* in the battle of life. Power, and skill in using it, are what is to determine what we shall accomplish in life. The world's thinkers solve the problems that control the destinies of nations; but it is only as those thoughts are clothed in beautiful, rich, and strong language, that they go forth to exert their power upon the hearts of the people. To the common toiler whose daily necessities consume most of his energies, language is known as a companion—helping its possessor to express his simple wants and requests, and to transact the few business details belonging to his contracted circle of life. Yet, to him, how priceless the treasure; and how much a *little* proficiency in a skillful use of language, either oral or written, elevates him in the scale of social existence and makes him a leader among his caste or clan. To the member of the middle class, it becomes a choice treasure whose real value is rarely fully prized. He toils with his hands and his brains in the shop, in the trades-room and the counting-house, and language is his servant, ploddingly doing his bidding, but not with alacrity. He writes his letters, keeps record of his business, but employs his lawyer to draw his contracts, and clumsily gets on in the world, rarely perhaps, to his own satisfaction. It is to this class that Fate, or Providence, consigns the mass of mankind. Towards this class the millions of boys scarcely yet in their “teens” are turning their steps. Few of them have an ambition that points them higher, and stern necessity compels the remainder to begin, at so early an age, the solution of the great “bread and butter problem” that they are deprived the privilege of spending the time necessary for making the preparation necessary to fill a position in the world of letters.

So important is the subject of language-culture to this class of persons, that to many a boy the turning-point of his life is found in his ability to express himself creditably on paper. An assistant is wanted—the boy applies for a position—a widowed mother depends on him for support—her hopes are about to be realized or crushed—his future hangs in the balance—a feather will turn the scale. Can the boy write a good letter, make out a bill of sale, write out a business advertisement, or converse agreeably and intelligently? A negative answer consigns him to the drudgery of the establishment on limited pay, and without prospect of rapid advancement; an affirmative, to the higher, more pleasant and more profitable labor with bright future prospects. The boy of twelve at once supersedes the young

man of twenty, and for *one* reason alone. This picture, so familiar to every business-man, should indicate clearly the duty our schools owe to youth.

In the learned professions, including the law, the ministry, politics, journalism and literature, expression of thought is the hand-maid of thought itself. As before said, thought is parent, language is offspring; but neither is power, except as aided by the other. Combined, they become an inexhaustible mine of wealth—a mighty rushing torrent carrying every obstacle before them—a bountiful giver filling the minds of the million with beautiful creations of the human intellect. The minister of the gospel, with silvery words of affection draws the hearts of his hearers towards the shining paths of virtue, or, in thunder tones warns them of the perils of a life of sin. Space does not permit, neither does my subject demand, that I shall particularize what we owe to these classes of mankind: nor can I dwell on the inexhaustible treasures they possess, from which they themselves are continually drawing, and yet are ever adding to. Forever handing out to feed hungry souls, their stock ever grows larger by its division. These classes, containing but comparatively few members, *furnish* the intellectual food for the multitude, *make* their laws and execute them,—mould, yes, *create* their sentiments; and yet one of the *greatest* elements entering into that which gives them power is language,—ready and accurate expression of thought. The *foundation* of this power is usually laid in infancy—with the youth. It *may* not be:—indeed it rarely *is* laid in the common-school; but it *ought* to be. The bias, and the elementary training that fit youth to take advantage of circumstances when they arise should be given there. The junior editor on the staff of Scribner's Monthly, next but one to Dr. Holland, a youth yet under twenty-two years of age, owes his position to the fact that at the opportune moment he was ready to construct a good English sentence,—to overhaul the crude manuscript offered, and let the thought contained in it stand out in bold relief,—his sentences properly punctuated, capitalized and paragraphed. Compare the prospects of that young man with those of another, equally gifted by nature, but deficient in practical language-culture.

With this acknowledged importance of *Language* to our youth before us, is it not worth our while to halt and inquire what we have been doing for them and what we are now doing? It is not assumed that language-culture is of *paramount* importance; but that in a well-balanced system of education it is of *equal* importance with mathematics or natural science. That its importance has always been recognized is evidenced by the early efforts to codify the laws of our language into the science of grammar, and to teach the same. Thirty years ago the ten-lesson-system of grammar-schools flourished, Kirkham was authority, itinerant teachers, for the princely sum of fifty

cents, taught unlettered and uncouth gents, and maidens of doubtful age, to *parse* the simplest form of English sentence, and pronounced them *grammarians*. The favored and brightest pupil in the district school studied grammar; and astonished urchins gazed and wondered, whilst they admired the depth of his wisdom as indicated by the rapidity with which he could say: "noun, common, 3d person, singular, number, masc. gender, nominative case, according to Rule 3d." Yet it would have required great discrimination to detect, in the conversation of said grammarians any marked improvement in their use of language; and their epistolary correspondence generally began with the inherited introduction: "I take my pen in hand to inform you that I have been very sick with the measles, and hope that these few lines will find you enjoying the same great blessing." In the course of time the best schools had their gala-day for compositions and declamations,—grand efforts, in which tyros were expected to emulate a Washington Irving in writing or a Daniel Webster in speaking. All this was without intermediate or preparatory training, and was as senseless, as to match a green colt, no matter what latent or undeveloped power he may possess, against Dexter or Goldsmith Maid. Periodically came the great exhibition day on which *real* in all its forms of preparation was displayed to delighted parents and friends. To write a composition was a requirement so terrifying that it drove timid students to the commission of a number of such crimes as are found on a police judge's docket,—theft, perjury, and concealment of stolen property. What benefit? All this time pupils beyond the age of ten were swallowing the Grammar,—swallowing but not digesting,—that science that teaches to use the language *correctly*! Pupils became adepts in parsing, could "split hairs" in deciding whether "*as*" was a conjunction, a relative pronoun or an adverb,—could correct all "*False Syntax*"—when arranged as examples under the proper rule, note or exception; and yet in common conversation were constantly manifesting the greatest ignorance of the *correct* use of language, and they could not write *anything* properly. Not pupils alone, but teachers, were deficient in the use of language. Within the past five years, in Chicago, I advertised in the *Tribune*, under an assumed name, for an intelligent, cultivated lady, to fill the position of correspondent in an office connected with the book business. I received one hundred and fifty answers, many of them modestly, but nearly all, in some form or other, expressing great confidence in the ability of the writer to fill the position with entire satisfaction. Of these one hundred and fifty replies all, except six, were unceremoniously thrown aside for the reason that instead of competence, they gave certain evidence of ignorance and incompetence. The lady selected *was* competent, although her knowledge of grammar was limited, but she had had *practical training*.

A few days ago I clipped from the *Elkhart Observer* the following: "Prof. S.— is the only teacher we ever knew who could or would properly prepare his reports, or contributions, for publication." It turns out that Prof. S. is a newspaper man himself.

This condition of things is just what may be expected from the methods of education to which we have been and are now to a large extent subject. A lad applies to a wagon manufacturer for the position of an apprentice. His object is to learn to *make* wagons. His employer undertakes to train him in that practical art, and for that purpose puts into his hands a vehicle of each of several kinds and directs him to take them apart—to separate them into the various parts of which they are composed, and describe the use of those parts; analogically speaking,—to *parse* and *analyze* them. This having been done he says: "My boy, I have done with you. You are now a skilled workman,—go and make wagons." *Preposterous!* He does nothing of the kind. The lad must spend years, manipulating the hatchet, the drawing-knife, the plane and other implements. His education is a *growth*, and not something that can be put on at will. So it must ever be with *Language-culture*. It must be begun in infancy and continued by a daily training, throughout the pupil's growth, if excellence is to be attained. This law is inexorable and it must be obeyed, or the punishment for its violation suffered. I repeat, that if our schools expect to give pupils that training in language which the importance of the subject demands, they must begin with the child's first years at school and continue it as a *daily* exercise through the primary and intermediate grades. It is not grammar that I am contending for in these exercises, but *language*. The less grammar the better. Right here, is the error now prevalent. It is *popular* for superintendents and teachers to talk of discarding grammar in the lower grades, and substituting language lessons. Yet comparatively few do it. Most of them are holding on to *primary grammar*, which is nothing less than advanced grammar concentrated, as if by distillation. Within the past thirty days I have addressed letters to more than one hundred superintendents of city schools asking for their course of study in Language preparatory to English Grammar proper. I have received numerous replies. A very small number have a regular course prescribed, so wrought out in detail that the average teacher can follow it. A few more have "Language" in the prescribed course for primary and intermediate grades, but that is all; they do nothing with it. The remainder mention "oral lessons", but these are so fully undefined that the best directed efforts of a majority of conscientious teachers can only produce indifferent results. It is very much like shooting with a shot-gun, scattering over much surface with no certainty of *hitting* anything effectually.

The course in Language should be as accurately defined and made as full in detail as the course in any other subject of equal importance. Under very favorable circumstances, a very small per cent. of teachers will have the knowledge and ambition sufficient to carry out a series of oral lessons with a definite end in view, and in such manner as to secure desirable results; but by far the larger number will fritter away the time and fail. I may be too radical; but I believe that there has to be a more complete surrendering of the technicalities of grammar in the lower grades, by even those who *profess* to teach *language* and not grammar, to children.

Untrammelled by the conventional terms and rules *necessary* to the student of the *science* of language, we want to stimulate the colloquial and writing powers of the child. Fill his mind with thoughts, and let "*nater caper*" in the expression of them. The very attempt that is often made to try the child's efforts by the square and compass crushes out his individuality, and checks the flow of thoughts expressed in the exuberance of childish diction. It is expression, colloquial and written, that we should first cultivate and stimulate. When confidence has been established, then gently mould expression into proper form. I repeat, I believe that the first and most important point in language-training is to secure confidence and a ready expression of whatever may arise in the child's mind, or can be put into it or drawn from it. For this purpose he does not need to be weighted down with technicalities, however simple. What does he care about name-words, action-words, quality words, relation-words—or nouns, verbs, adjectives and prepositions. They are weights to him that retard rather than aid him. Hence throw them all overboard. Time enough to take them up after he has learned, at the age of eleven or twelve, to write in a simple, natural way, whatever he may have occasion to write. Do not misunderstand me: I want these *taught*, but at the *proper time*. "Facts before generalization."

What should be expected of a child twelve years of age? My theme is so broad that I can only allude to some points. I would not do this much; did I not fear that I may be accused of considering them unimportant.

The child twelve years of age should spell accurately nearly all the words that he could reasonably be expected to use; should write a good, legible and neat hand; should converse fluently on every subject of which he knows something; should write a letter in proper form, correctly begun, arranged, closed, punctuated and capitalized; should be able to prepare an advertisement on common topics, and mark it for the printer; he should converse with reasonably correct pronunciation and be free from the more common errors of speech, such as: "He done the work and seen the man." These things, and yet not know Grammar! Certainly. Give him this foundation

to rest upon, and Grammar becomes a task to be accomplished before breakfast, and to be relished with a zest unknown to those infants who learn to conjugate, parse and analyze as the parrot learns to say; "Polly wants a cracker."

Previous to this age habits are formed. The habits of speech are formed before the child can have attained sufficient maturity to understand the science of Grammar. Hence, the folly of delaying this training until the pupil knows grammar, for experience teaches that few excellent grammarians correct the bad habits of speech that fastened onto them during this formative period.

It may be said that this is not philosophical,—first analysis and then synthesis. I do not know whether it is philosophical or not, neither have I time to stop to inquire. I only know beyond a doubt that by this course we secure both linguists and grammarians; while by the other we too often secure neither, and very rarely, indeed, the more important of the two.

If Language-culture, then, is of so great importance,—if the training now most common fails to produce such results as we have a right to expect, yea, *demand*,—if the basis of this work must be laid in the primary and intermediate schools, and if in these schools we have a right to expect that our lads shall be fitted, so far as language-culture is concerned, for the duties of ordinary, practical life,—what is necessary to this end?

I. Resolve to place this work on the same footing that you place Numbers, Music, Drawing and other important branches.

II. Make it a daily exercise for at least three days in the week, during the first five years of school-life.

III. Prescribe a course of study with as much definiteness of detail as you do in other branches of study.

IV. Follow it with the same patience and system.

These directions faithfully observed will equip our children for useful lives; and if they are so fortunate as to be able to prosecute their studies through a higher course, they will be *eminently* fitted for so doing.

Course of Study. The most difficult part of my task would be to give, somewhat in detail, a proper course of study for the securing of the desirable ends indicated. As I am not fresh from the school-room, and may not fully comprehend what the present system *can* accomplish, I shall pass this with a few general observations only.

In prescribing such a course I should let a few cardinal maxims guide me:

1. In teaching Language, follow the order of nature.
2. Short exercises, persistently followed up.

3. Train pupils in the observation and use of Language.

4. Make the *use* of words in the expression of thought, the constant care, and throw technical and scientific terms overboard.

The order. *Thought, oral expression, written language.* Hence, excite thought first, then cultivate oral expression. Let conversation-lessons precede written. These should be numerous, varied and systematic, and given with a two-fold object in view: to *create* thought, and to *express* it. Much of the so-called oral instruction is beneath the dignity of a good, smart, six-year-old. Children form their habits of speaking from imitation. The proof of this is found in the fact that a child reared in an intelligent, refined family, always speaks elegantly. Hence, by example, train him in the correct use, and by precept point out errors, without giving any reason why. If a pupil says: "I *seen* the man", correct him by saying either, "I *saw* the man, is better", or, "Which do you think is better; I *seen* the man, or I *saw* the man?" If from this he says, "I *have saw* the man", say: "No, when you use *have* then use *seen*, thus—"I *have seen* the man." This plan patiently followed makes the child a critic of his own conversation, before habits have become unconquerable.

Pertinent to this subject of the *order*, the teacher will inquire: "When should the use of capitals and punctuation be taught?" As these are as necessary as any other elements to the accurate expression of thought by written language, teach these at the time that you *need* them. Teach just so much as you need and no more; and do this rather by directing the pupil's attention to *how* they are used, than by laying down rules for their use. That is, teach him to observe for himself how, when and where a certain arbitrary mark is to be used. The observation having been largely exercised and quickened, sum up the results obtained, in a concise statement. I would recommend great patience in this part of the work. The standard language of any people is not formed, or materially modified by the arbitrary rules of any author on grammar. Grammar is the laws of the language codified. These are derived from an examination of the structure and are only reached after patient observation and comparison of facts. Hence, early train pupils to become independent investigators. Instead of going to some book to see what Brown or Smith says, teach them to go to the language itself.

Matter to be taught. It is of the first and highest importance to increase the child's vocabulary, by regular and long continued use of words in conversation. The child gains an idea,—assist him in all possible ways to associate the proper word with it; also, aid him, in a simple manner, in becoming acquainted with its synonyms. Instead of the formal learning of

definitions, from the dictionary, exercise him in using words in sentences. Use the dictionary to test the correctness of his work. Right here, in brief, let me say: teach him to use a dictionary as a great repository of information, from which he can always draw freely and to advantage. At an early age direct his attention to the analysis of words, or rather to the synthesis, in such manner as to enlist his interest in their composition. This interest having been once thoroughly awakened will never die; and in later years, when he begins to study the dead languages, he will find himself suddenly transferred to a rich mine from which he *at once* begins to draw undreamed-of treasures.

Train him carefully in the use of words having similar sound, but spelled differently. This cultivates his perception and stimulates more acute observation.

Without burdening him with technicalities, such as "simple sentences", "compound sentences", and "complex sentences", train him, at every opportunity, in all his recitations, in the correct use of them. These oral, conversational exercises with the direct object of teaching him to express himself, should precede all written work, and may profitably occupy the period preceding that in which he begins his Third Reader. Entirely subsidiary to the main object, these exercises may be the means of conveying much information and stimulating systematic thought.

I have not found any course of study that seems to me to be sufficiently wrought out in details for this work; yet the courses of study in the following cities have approximated it, and if they are intelligently carried out, they will produce good results; viz: Chicago, Springfield, Fort Wayne, Cincinnati, Burlington, Ia., Atchison, (Kansas,) Pittsburg and San Francisco. To these, for the present, I must commend my hearers.

HIRAM HADLEY.

ADVICE TO BEGINNERS.—II.

Having a good and valid certificate, and wishing to engage a school, seek for such a one as you can teach well,—for failure in the first school often causes the young teacher to think he has mistaken his calling, and the sooner he is out of the work the better.

This is generally so, yet some of our best teachers were not successful at first.

If you are of the true metal for a successful teacher, you will seek for a school in an intelligent community, with a board of directors interested in the welfare of their school, whose house, furniture, and surroundings are of such a character as will assist you in the work.

If, on account of a lack of such districts, or the unwillingness of directors to hire a person who has never taught or for any other reason you cannot obtain such a school as described, you ought to engage the best one possible that you are qualified to teach, even if you receive a less salary than you can obtain in some inferior school.

You may be able to do a good work in the inferior school, but hindrances may be thrown in your way that would deprive you of the advantages for improvement that you ought to possess.

The very reason why the school is an inferior one is most likely to be on account of a lack of enterprise in the community, or from enmities among the citizens of the district.

If only the former, you might, perhaps, be able to give life to the dry bones. If the latter, you would find the always difficult task of controlling the children from several families, some of whom cannot be controlled by their parents at home, almost superhuman on account of jealousies, fault-findings, and instigations of quarrelsome parents.

If parents would fight out their petty quarrels at their homes, at society, town, or other public meetings, and all agree for the best interests of the school, what a god-send it would be! But what with no enterprise in the community, and with enmities among the parents of the pupils, the teacher of a school in such a district might wish he were hammering at a millstone, or in a diving bell at the bottom of the sea.

In making your engagement to teach any school you should show yourself informed as to contracts, school-months, holidays, liabilities for injuries to property of school-district, etc., etc.

Without this information your answers to the questions of directors for whose school you apply might be as follows :

“What is the law concerning holidays?”

“I do not know. I think the teacher is entitled to them.”

“Must you have the whole week between Christmas and New Year’s?”

“I think the law gives the week to the teacher, but I am not sure.”

“And institute week too?”

“I am not certain about that. It formerly was given to the teacher.”

“How many days will you teach for a month?”

“As many as the law requires. I think it is twenty, but I am not positive.”

“Can you draw up a contract, and also a receipt for the school property that we might place in your charge?”

“I don’t know how ”

“Do you think we will employ you?”

“I think not.”

Inform yourself of the advantages of a written over a verbal contract.

Learn the forms of papers required, that you may draw them in good shape when called upon to do so.

Show yourself acquainted with the requirements and privileges of the school law.

Make the impression upon the directors that you know what you are about.

At the commencement of an engagement a skillful general, informed of the advantages and obstacles of the battle-ground, has half gained the victory over an ignorant one.

Now prepare yourself to answer ten more questions, as follows:

1. Can one director legally hire a teacher?
2. How many days in a school month?
3. Can directors hire a teacher by the day or week?
4. For how long a time can a contract between directors and teacher be legally made?
5. Does the school law give the teacher any holidays?
6. Can directors legally contract to give their teacher any holidays?
7. On what days can a teacher legally dismiss his school without obtaining the consent of his directors?
8. If the teacher does dismiss his school on such days, is he required to make up or lose the time?
9. What is the law concerning the liability of the teacher for the school property of the district?
10. For what reasons can directors legally dismiss a teacher?

E. L. WELLS.

LOT'S WIFE.

CHICAGO, FEB. 1st, 1875.

BRO. COOK:—I met an incident too good to be lost. Passing through a school-room I saw written on the blackboard just above the questions for examination, "Remember Lot's wife." I was puzzled, and asked the Supt. what that had to do with the examination. He inquired of the teacher, and learned that the pupils had a bad habit of looking behind them. So she read to them the story of "Lot's wife," and then wrote the above on the blackboard as a perpetual reminder to them. I saw no pillars of salt in that room, although it did seem to me some of the pupils went one eye on the curse.

EXODUS.

PHYSICAL GEOGRAPHY: HEAT.

I shall make no attempt here to explain what heat is: persons who desire to know the latest theories on this subject are referred to the writings of Prof. Tyndall and others. The effects of heat and the laws of its action concern us at present. It is proper, however, to remark that *heat* and *cold* are not names for different *things*, as we often seem to imply in common language; they are names for different degrees of the same thing. Cold is a low degree of heat, comparatively speaking: just that and nothing else. For this reason, we call spring-water warm in winter, and cold in summer: its real temperature at the two times is not very different.

The chief *sources* of heat are fire, friction, and, above all, the Sun. The amount of heat given off by the sun is not simply astonishing: it is altogether *inconceivable*. The figures for this amount can be found in almost any good Natural Philosophy.

Heat travels in three different ways, viz: by Radiation, Conduction and Convection. Heat comes to us from the sun, from a stove, from a lamp, etc., by *radiation*. Like light, it travels in straight lines, and may be reflected. The law of its intensity is the same as that for light, gravitation, etc; that is, the intensity of heat radiating from the same source *varies inversely as the square of the distance at which it is received*.

Heat may pass along a body from particle to particle: this is called *conduction*. Bodies vary very much in the degree of readiness with which they transmit heat in this way. Hold one end of a knitting needle in the blaze of a lamp, and soon the other end becomes too hot to be held in the hand; use a glass rod in the same way, and no trouble is experienced in holding it. Iron is a good conductor of heat: glass is not. Some kinds of cloth are good conductors of heat, and some are bad conductors: woolen is a bad conductor, but linen is a good conductor. Woolen clothing keeps us warm, because it does not readily conduct away the heat of the body; not because there is any "warmth in it." Linen keeps us cool for the opposite reason. For the same reason that a woolen blanket will keep our bodies warm in a cold day, it will keep ice cool in a warm day.

Again, heat may be carried with the body that contains it: this is called *convection*. A good illustration is in putting a hot stone to the feet when riding on a cold day.

Which of these methods is used when a room is heated by a stove, in the ordinary way? When it is heated by hot air from a furnace? When it is heated by pipes through which steam is passing?

The great source of heat is the sun ; heat comes to us from the sun by radiation : and it moves at the same astonishing rate as light. The *direct* rays of the sun, however, have little or no effect in warming a body of air ; it is only when they strike some solid and are *reflected*, that they produce this result.

The power of the sun's rays to heat a body depends very much upon the *angle* at which they strike the body. The effect is greatest when the surface of the body is at *right angles* to the rays falling upon it. The Law is this : the power of a given body of rays to heat a given surface *varies as the sine of the angle made by that surface with the rays*. From this, one who knows what sines are will see that as rays become *slanting* their heating power diminishes very rapidly. This is the reason why the sun's rays have so little power in winter as compared with summer ; or in the morning or evening as compared with mid-day. For this reason, also, land sloping to the south is warmed very much more in the same circumstances than that which slopes to the north. In all these cases, the difference is greater than we might suppose, at first thought.

One of the most important effects of heat is to *expand bodies* ; this effect is produced on solids, liquids and gases, with *very few exceptions*. Take a piece of iron that will just fill a hole in another piece of iron ; heat it, and it can not be put into the hole. The rails on the rail road are considerably longer in summer than in winter. In these, and in many other ways, the power of heat to expand solids is illustrated.

The expansion of the air in a shriveled apple placed on the stove causes the skin to appear full and smooth, and finally to burst. Corn is *popped* by a similar action. The illustrations of this principle are very numerous and very common ; gases are greatly expanded by heat.

It is by the expansion of liquid,—mercury,—that we have the common instrument for measuring degrees of heat. A thermometer is merely a tube with a bulb at one end, partly filled with mercury. The mercury rises by heating because it is expanded and must have more room ; it falls when the heat is withdrawn because it contracts.

The effects of heat upon the atmosphere are very great ; we will consider some of them in our next paper.

E. C. HEWETT.

Feb. 11, 1875.

—CARLYLE, we hear in a roundabout way, has declined the Order of Bath. Most everybody would decline it this weather unless the water were warm.

ORIGIN OF THE AMERICAN FLAG.

The stars and stripes became the national flag of the United States of America by virtue of a resolution of Congress, passed June 14th, 1777, which reads as follows: "Resolved, that the flag of the thirteen United States be thirteen stripes, alternate red and white; that the Union be thirteen stars, white in a blue field, representing a new constellation." This resolution appears in the *Journal of Congress*, volume II., page 165. The flag seems to have been the result of efforts made by Washington, Dr. Franklin, Mr. Lynch, Mr. Harrison, and Colonel Joseph Read. On the 2d of January, 1776, Washington was in the American camp at Cambridge, organizing the army which was that day created. The Committee of Conference, consisting of Franklin, Lynch, and Harrison, sent by Congress to confer with Washington on that important matter, were with him. Col. Reed, one of the aids-de-camp, was also Secretary of the Committee of Conference. The flag in use by the army was a plain red field, with the British union of crosses of St. Andrew, St. George, and St. Patrick on the upper left corner. Several gentlemen of Boston sent to the American camp copies of the king's speech, which alluded to the petition of the Continental Congress in terms of contempt and severity. These were received on the date mentioned above, and the effect is described in the *British Annual Register*, 1776, page 147, thus:

"The arrival of the copies of the king's speech, with an account of the fate of the petition from the Continental Congress, is said to have excited the greatest degree of rage and indignation among them; as a proof of which, the former was publicly burned in the camp; and they are said, on this occasion, to have changed their colors from a plain red ground, which they had hitherto used, to a flag of thirteen stripes, as a symbol of the number and union of the colonies."

The use of the stripes to mark the number of States on the flag can not be clearly traced, but may be accounted for by a custom of the camp at Cambridge. The army of citizen volunteers comprised all grades of men. Very few were uniformed. It was almost impossible for the sentinels to distinguish general officers from privates. Frequently, officers were stopped at the outposts and held for identification until the arrival of the officer of the day. Orders were issued that the different grades of officers should be distinguished by a stripe of colored ribbon worn across the breast. Washington, as Commander-in-Chief, wore a ribbon of light-blue. The stars on

the blue field—"a new constellation"—were suggested by the constellation Lyra, time honored as an emblem of union. The thirteen stars of the new constellation were placed as the circumference of a circle, and on a blue field, in accordance with the resolution already given. That was the flag used at Burgoyne's surrender, Oct. 17, 1777. By a resolution of Congress, passed January 13, 1794, to take effect May 1, 1795, the flag was changed to fifteen stars and fifteen stripes. That was the flag of 1812. By a resolution, passed April 4, 1818, to take effect on the following July 4th, the flag was again changed to one of thirteen stripes and twenty stars; and a new star, to represent a new State, ordered to be placed on the blue field on the fourth of July following the admission of such State. The flag now carries thirty-seven.—*Illustrated Annual of Phrenology.*

EDITORS' DEPARTMENT.

Is the *millennium* at hand? Is the time come when the lion shall lie down with the lamb? when he shall cease to hurt and destroy?

These questions sprang to our lips on reading an editorial in the *Chicago Times* for January 1st. In years past we have observed that the *Times* has generally given *reports* of meetings of teachers similar to those lately held in Chicago, with a fullness and a fairness surpassed by no other paper, to say the least. But we do not remember ever to have seen in its columns an *editorial* respecting these gatherings that did not abound in most unfair and often scurrilous abuse of the teachers themselves. Its editorial on this occasion was so very different that we transfer it to our columns entire. Not only does it speak of teachers respectfully, but it contains thoughts which teachers, and the community generally, will do well to ponder:

THE RELATION OF PUBLIC SCHOOLS TO PUBLIC SENTIMENT.

The papers read before the state association of teachers, recently in session at Chicago, and the intercalated discussions, are matters which should receive close attention from the people of Chicago. The parents, and other guardians within the limits of the city, are sending to the public schools from 40,000 to 50,000 children; and are carrying on a system of popular instruction whose annual cost is about \$1,000,000. The matter of cost, of the number of children, the educational results involved, and the future interests to be effected, constitute a totality whose magnitude is second to no other interest—whether political, religious, or financial,—before the people of Chicago.

The discussions, expressions of opinion, the suggestions, conclusions, and comprehensiveness afforded by these educators, should be made the subject of careful examination by our people. Were the session one of commercial men, or legislators, or clergymen, its proceedings would be universally read, and criticized. The present assemblage is one of vastly greater present and future importance, both with respect to the number and quality of the interests involved, than would be any one of the kind just alluded to; hence, it is deserving of closer attention, and more careful study. Unfortunately, the west is yet behind in its appreciation of educational advantages. The masses of the people passively acquiesce in efforts made to secure a superior educational system; while here and there are found some paleozoic fossils who lift up their strident

voices and denounce all attempts at affording a popular education. When our people supplement the attempt at popular education by a warm sympathy and a vital appreciation, then will there ensue a vast and permanent improvement.

In this country, as in any others, the public schools as well as the governments, and all other public institutions, are representatives of the people. It is an absurdity to argue that a good people can have a bad government, or a bad school system. The one is invariably a reflex of the other. In our own case, here in Chicago, the public schools so accurately represent the community, that they possess all its faults and all its virtues. They are lavish, and magnificent like the city, like its buildings, like its railways, like its commercial enterprises. Also like the city, they possess a great element of shallowness, and sham in many directions. Like the city, they exhibit a tremendous speed, a greater partiality for quantity than quality of achieved results. Like the city, they have a pervading element of newness; a notable want here and there of solidity; a disposition for superficial show, in which all there is worth seeing or is of any value, is at the front, as is the case with many of our buildings—a veneering of showy stone in front, with all the rest inflammable wood, cheap brick, and unstable walls.

Reforms will come in the schools with reforms in our social growth. When commercial men cease to attempt to make a fortune in one or two years our schools will cease the forcing system; and the test of the value of a teacher will no longer be the number of hot-bed growths that he has ready each year for transplanting to the soil of the high schools. With less speed will come more solid, better considered, and more lasting results. Now, we change our school inspectors, not with reference to their fitness, but with reference to the abnormal demands of political, or so called political exigencies. Much of the same class of influences applied to the selection of teachers. "Pressure" from this ward, or that precinct, if of moderate weight, is almost always available to secure a removal, or an appointment. So long as these things are so; so long as ward influences elect inspectors, and are sufficient to influence the *personnel* of the school system, just so long will the schools reflect similar defects and weakness.

What the *Times* hopes from such a gathering as that which met in Chicago, is not especially the improvement of the teachers themselves, but an improvement in public sentiment; for, as asserted, the schools can be no more than a shadow, a reflection of the community among which they exist. If these gatherings can reform public opinion, can arrest public attention, they will thereby most speedily secure excellence among themselves. This should be the main purpose of their meeting, of their discussions. They should enact the part of missionaries. They should labor to attain the best education of the children by first educating that public sentiment which lies behind the children, behind education, behind all government, and which is supreme with reference to them all. Education is a fruit, and public opinion is the soil from which it grows.

A noteworthy event of the holiday week was the first annual meeting of the School and College association of Natural History held at the Palmer House, on the morning of December 30th.

The attendance was good and the proceedings of general interest. From the report of the curator it appeared that only half the nominal members had taken part in the work during the year, but that those were without exception satisfied that the work was entirely practicable and both in its direct and indirect results an unmixed good.

Two points struck us as especially significant: first that the collecting had nearly all been done by the pupils of the schools, and second that the named specimens returned to each working school, though fewer in number of course than those sent in to the museum, had nevertheless been made by the system of mutual exchanges to represent about seven times as many species.

After the transaction of the routine business, the proceedings took the form of a miscellaneous discussion of methods of instruction in natural history, the encouraging feature of which seemed to us to be the general dissatisfaction with present methods and results.

The officers elected for the present year are E. A. Gastman, president, and S. W. Paisley, secretary.

We carried away from the meeting the impression, that the association supplies a real need, that its growth will be slow but healthy, and that its final success is already assured.

We heartily recommend it to the attention and support of the teachers of the State.

From all parts of the State come reports of the organization of local institutes. Teachers of adjoining towns or districts assemble for an interchange of opinions and discussion of methods. The movement is quite general and is significant. These meetings may be made exceedingly profitable, but they may also fail most signally. We believe that the methods most generally in practice are weakest at the bottom. Less is known respecting primary work than any other.

Pupils who are somewhat advanced can pick their way after a fashion, but the beginners are quite at the mercy of their instructors.

Modern thought has planted itself before the problem of how to teach the "little people," and has achieved signal results.

We believe that these gatherings should attempt the work most needed, and that, we are confident, is the primary work. In no part of the matter of instruction have such radical changes taken place, for example, as in teaching beginners to read. By the methods employed by the best teachers, fully three-fourths of the time formerly used is saved. A good third of the public money is expended for teaching reading, but in few or none of the institutes, whose reports have reached us, has this subject received attention. We have observed that the more abstruse parts of natural philosophy, the less essential portions of arithmetic, or the mysteries of syntax, are common topics of discussion.

We regard this as a serious mistake, and would repeat, that the time should be devoted chiefly to improvement in primary instruction.

"Well begun is half done." At the meeting of the National Association in St. Louis some one remarked that not a few teachers in his locality were putting their pupils through the old alphabet drill, and the remark was received with shouts of laughter. How many of the teachers in our district schools can conduct a creditable exercise in the first steps in reading? Most can not.

We suggest, then, that where there is an evident lack of skill in this particular branch, it should receive the principal share of the time for several successive meetings. *Put the work where it is most needed.*

The result of the election of officers of the State association was inadvertently omitted from our report of proceedings in the February number. W. B. Powell of Aurora is the president elect, and the executive committee

consists of Messrs. Everett of Rock Island, Forbes of Normal and Andrews of Galesburg. This committee looks like "business." The place of meeting was left to the discretion of the executive committee.

Some place, centrally located, should be selected. Champaign was favorably mentioned and we do not doubt that it would be a good thing for all concerned, to spend a few days under the shadow of the "Industrial."

Our subscribers will find this number of *THE SCHOOLMASTER* of more than ordinary interest. Mr. Forbes gives the results of his experiments with classes in Zoology, and Mr. Hadley's paper comes from the full experience of an old teacher and man of business. Teachers, who do not understand their relation to the school law, should prepare themselves to answer the questions asked by Mr. Wells.

The condition of things south is lamentable in the extreme. What the outcome will be remains for the future to show, but we see demonstrated anew the danger of having a large uneducated class in a community.

The country never needed people who are willing to keep still and obey the laws, so much as now. Education means self-control. Plant and nourish the free school, the academy and college, and steadiness and solidity of character are the results. The ignorant are ever the noisiest. Do the laborers in the school-room, whether in the city, village, or obscure district, understand the relation which their work bears to good government?

A correspondent says, "Please to publish the best regulation you know in regard to tardiness and irregular attendance at Schools." In many Graded Schools, there are rules by which children who have been absent or tardy a certain number of times must lose their seats until re-instated by the superintendent or the Board of Education. Probably such a regulation is as good as any for those schools; but we would not recommend anything of the kind for small schools in country districts. There the teacher should be able to bring the evil to the smallest possible amount, by treating each individual case, and by visits to the parents. He can convince such parents as are reasonable that they cannot afford to allow their children to be absent or tardy.


In not a few journals we have seen a list of words of peculiar spelling, with the following note appended: "This list was pronounced to the members of the teachers' institute at A —, a few days since, and no one was found who could spell the words correctly. Will not the instructors of our children learn that he who attempts to teach," &c., &c.

An examination of the list usually reveals the fact that the sapient writer has himself missed from three to ten.

EDUCATIONAL INTELLIGENCE.

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census is 71 ; per cent. of attendance to school census, 40 ; of attendance to enrollment, 57. From these percentages, Dr. Bateman draws a brief but weighty argument for a Compulsory Law. 51,022 pupils are reported in private schools. 4,744 persons between the ages of twelve and twenty-one are reported as unable to read and write ; neglect of parents and guardians is assigned as the reason in the cases of more than 3,000. Dr. Bateman says the number of illiterates reported is too small ; "in some entire counties no report whatever was made." Is there no remedy in law for such neglect on the part of officers, to fulfill a distinct requirement of the authorities ?

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Boone County—We gather the following items from the recent annual Report of the County Superintendent: Number of persons between 6 and 21, 3,073; number of pupils enrolled, 3,513; number of school districts, 83; number of teachers employed, 174; highest monthly wages to male teacher, \$116.66; to female teacher, \$75.00; lowest monthly wages to male teacher, \$28.00; to female teacher, \$14.00; average monthly wages to male teachers, \$45.66; to female teachers, \$26.91; number of schools visited by Superintendent, 75; number of days' service by Superintendent, 173; total compensation of Superintendent, \$400; number of county and local institutes held, 9; total receipts for school purposes, \$37,859.37; total expenditures, \$31,759.56. The Superintendent has organized two associations of teachers, one of which meets every month at Belvidere, and the other, in the northern part of the county,—the meetings alternating. A County Institute is to be held the first week in April.

When the Superintendent visits a school, she immediately reports its condition to the Clerk of the Board of Directors, with such recommendations as she deems best. She is now publishing these reports in the county papers, a few each week, and will continue to do so until all are reported. Below, we give a specimen of these reports:

Bonus Dist. No. 4, Garden Prairie, S. H. B. Sawyer, teacher. Whole number enrolled—boys, 28; girls, 18. Average daily attendance—boys, 20; girls, 12. No. neither tardy nor absent—boys, 5; girls, 2. No. recitations per day, 31. No. visits from patrons, 3. Variety of books, school, ungraded, new house, patent seats, but no maps, globe or dictionary.

We also append her testimony respecting the schools of Belvidere:

The winter term of our graded school in Belvidere has opened with the largest attendance yet known. Professors Gibson and Sherrill are gaining enviable reputations as educators, not only in Belvidere, but throughout the county and northern Illinois; and I am pleased to report that both these gentlemen have under their charge this term a very faithful, conscientious and efficient corps of teachers, and that the schools are in every way prosperous. The patrons of education are urged to visit and observe these facts for themselves; noting one thing, however—that is, the great need of apparatus in the High School rooms. Not one scientific chart is to be found in the schools of Belvidere. It is impossible for the best results to be gained in the Natural Sciences without the aid of apparatus and charts, and our good workmen should be provided with better facilities. Something should be done in this direction immediately.

MRS. MARY E. CRARY,
County Superintendent of Schools.

ILLINOIS NORMAL.

The middle of the term has been reached with nothing to mar the prosperity of the school except the large number of absences and withdrawals. These are almost entirely due to illness either on the part of pupils or of friends at home. This season of the year is always fruitful in similar results; yet there has been no case of really serious sickness among us. Some lies were recently set agoing in regard to a rebellion in the school; these lies a certain moribund newspaper in Bloomington took up and made current so far as its very limited circulation enabled it to do so. It is sufficient to say that the *rebellion* had no existence except in the veracious newspaper aforesaid, and in the shallow pates of two or three shallow students. Well, we hope they have brains enough after all to know more by and by than they know now; as for the newspaper, we have no hope of any kind for it.

We have been visited by two Committees from the Legislature,—one of the Senate and one of the House; and we hear that another is coming. The gentlemen expressed very cordial feelings towards the School, and its work and prospects. Superintendent Etter came with the Senate Committee.

The winter at Normal has been very severe; the ground is now covered with a large body of snow, and the sleighing is fine. Several of the young people have become aware of the latter fact; and some have the testimony of their ears to the reality of the former.

Dr. GREGORY, of Champaign, gave us a fine lecture on the 5th of February, on the "Mission and Mystery of the Fine Arts." Dr. FALLOWS, of the Wesleyan University, followed, on the 12th, with the subject of "Self-Conquest"; the Doctor is a very pleasant speaker.

E. F. BALDWIN, of El Paso, as we learn, has a new boarder in his family; it is a fine boy.

Miss MARY F. STONE, who was teaching at Naples, died very suddenly the first week in February. She had been absent from her school but a few days, and was not thought to be seriously sick until the day of her death. Her symptoms seemed to be those of cerebro-spinal-meningitis. Below we give the resolutions of the Philadelphian Society, relative to the sad event.

Miss ELMA J. WEBSTER, of the senior class, who was the former room mate of Miss Stone, was summoned by telegraph to attend her funeral; and on her return found a telegram awaiting that called her to her mother's death-bed. She has now returned to school.

RESOLUTIONS.

WHEREAS, It has pleased God to take from this world our much loved friend, Mary F. Stone; we, the officers and members of the Philadelphian Society, do solemnly recognize this act of His Providence; and,

WHEREAS, She was a faithful member of this Society, and by her estimable character and pleasant ways, bound us to her by friendly ties, which even death cannot sever; therefore, be it

Resolved, That her memory shall ever be sacredly cherished by us, her former co-workers;

That the Philadelphian Hall be draped in mourning for one month;

That we hereby tender our heartfelt sympathy to her relations and friends, in their deep affliction;

That a copy of these resolutions be presented to the family of the deceased, and be sent for publication to the Bloomington *Pantagraph* and the ILLINOIS SCHOOLMASTER, and that they be placed on the records of the Society.

ANNA B. SIMMES,	} Committee.
MARY L. BALL,	
CLAUDIUS B. KINYON,	
U. CLAY MCHUGH,	
AMOS J. YODER,	

PERSONAL ITEMS.—We learn that Geo. Howland, of the Chicago High School, has been called to take charge of a Young Ladies' School in Brooklyn, at a salary of \$5,000 per year; also, that Henry L. Boltwood, of Princeton, has been offered \$4,000 per year to take a position in California. We are glad to say that both have declined these tempting offers.

We learn with much regret that Mr. J. H. Freeman has not yet recovered. At last accounts he was quite ill.

He has been in somewhat poor health for some time, and he accepted the position at Denver with the hope that a change of climate would result beneficially. It seems to have been otherwise in its effects.

BOOK TABLE.

Shaw's New History of English Literature, by TRUMAN J. BACKUS, A. M. New York : SHELDON & Co. pp. 404; price, \$1.50.

We have never seen a book on this subject which commended itself to our judgment as better suited for use in our higher institutions of learning. The paper is excellent; the type, clear and beautiful; the most prominent points are brought out by heavy, full-faced type; and the descriptions of authors are clear, striking, and picturesque, and characterized by good judgment. The book is not so over-loaded as some text-books on this subject; no attempt is made to give specimens of the writings of the authors named, although there are many references to another book in which specimens may be found.

An excellent feature of the author's plan is, to select the most prominent writer in any age or department, and to give a pretty full account of him, in larger type; while the lesser lights receive less space, and smaller type is used. Accordingly, we note that 17 pp. are given to Chaucer; 7, to Spenser; 18, to Shakespeare; 11, to Bacon; 17, to Milton; 8, to Dryden; 12, to Pope; 10, to Addison; 7, to Johnson; and 11, to Scott. At the head of the articles descriptive of these prominent authors, are opinions quoted from eminent authorities; and often, at the end, are references to fuller records or books, concerning them.

The tables grouping and classifying the writers, on pp. 13, 129, 197, 287, etc., are excellent and very helpful. We also commend the table on p. 94, classifying Shakespeare's writings; and the list of Poets Laureate, on p. 351. The last 47 pages are devoted to American writers, and here we think the work is likely to be criticized most severely. The question will be asked why some names are lacking? And it may perhaps be asked why some names are here? The book, however, properly closes with a glowing tribute to Bryant, as beautiful as it is well deserved.

We cannot refrain from making two or three short extracts, beginning with the description of Pope's person, on p. 199. "He was a most singular man in his appearance; so little that a high chair was needed for him at table, so weak and sickly that he could not stand unless tied up in bandages, so sensitive to the cold that he was wrapped in flannels and furs, and had his feet encased in three pairs of stockings. He was in constant need of the attentions of a body servant; he could not dress or undress himself. His deformity gave him the nick-name of the "The Interrogation Point." But this unfortunate man had a fine face, and a famous, glowing eye. In his dress he was fastidious, appearing in a court suit, decorated with a little sword. His manners, too, were elegant."

On p. 323, we find this estimate of the literary character of Coleridge. "The literary character of Coleridge resembles some vast but unfinished palace; all is gigantic, beautiful and rich, but nothing is complete, nothing compact. He was all his days, from his youth to his death, laboring, meditating, projecting; and yet all that he has left us bears marks of imperfection. His mind was dreamy, his genius was multi-form, many sided, and for this reason, perhaps, could not at once seize upon the right point of view."

Sylvia's Choice. A novel. By GEORGIANA M. CRAIK. New York: HARPER & BROTHERS. Sold by JANSEN, McCLURG & Co., 117 and 119 State Street, Chicago. Price 50 cents.

This a chapter of calamities. It begins with an unfortunate marriage, narrates the loss of the husband's estates, the griefs of a "goodish" lord whose lady disappointed him, and describes the eccentricities of a bilious misanthrope, and the manifold troubles of the heroine. Some of the scenes, however, are depicted with much pathos and power. It will be sent on receipt of price.

A Practical and Critical Grammar of the English Language, by NOBLE BUTLER. 312 pages; price, \$1.00; JOHN P. MORTON & Co.: Louisville, Ky.

Very little indeed should we know concerning any subject, were we dependent upon individual research alone. We therefore regard as one of earth's benefactors, the man whose thirst for knowledge and unabating zeal in its pursuit, enable him to gather up scattered treasures of thought, and who, with untiring industry, arranges, methodizes, and then presents them to his race, ready for practical use.

Prof. Butler's English Grammar, (revised edition) is a valuable contribution to the people, containing as it does, the results of the labor and research of many deep thinkers. And it is even more than this,—its pages, while they bear the impress of the indefatigable compiler, show marks of the original, vigorous thinker.

The book is replete with excellences,—indeed there are too many to admit of special mention; we shall therefore notice only the things which do not please us.

Long ago, grammarians recognized nine parts of speech, but we were well satisfied when the article was classed with the adjective. We can see no reason, however, for the pronoun's losing its individuality, and falling into the ranks of the *noun*. The fact that it is not a *noun* seems too clear to require any proof. It stands as a representative of the noun;—and so let it stand. We think this "*new departure*" will not be likely to find supporters. We do not think the expletive, *it* can take an appositive, as is stated on page 161. We believe it detracts nothing from the strength or elegance of the English to say that *it* and *there*, when used to introduce a sentence, are simply words of euphony. The syntax is admirable, but not faultless. We always grow a little nervous at the sight of a diagram. But, if the system must be adopted, let us take Clark's string of beads, in preference to straight lines and angles. The former approaches nearer to Hogarth's ideal of beauty. The system is also very suggestive of the necessity for carrying, always and everywhere, a slate and pencil, as the mutes do. But, to speak seriously, we are not afraid to say that the method is hurtful. Many a pupil has said to us, "I can't analyze that sentence, but I can *diagram it*." Let the work of analysis be fixed on the brain, and time itself will not be able to erase it.

To teachers, and especially to those who have had little experience in teaching grammar, this work will prove invaluable, as a book of reference. It is well to have always at hand, the opinions of those high in authority on grammatical points,—any, therefore, who have not Gould Brown, would do well to secure a copy of this at once.

MRS. H.

Teachers' Index to Magazines for February.—LITERATURE.—“The last of the Bohemians;” an account of the French critic, Planche. By Albert Rhodes *Galaxy*; p. 214.

“Literary Notes and Queries.” By Richard Grant White. *Galaxy*; p. 253.

“Latter-day British Poets.” By E. C. Stedman. *Scribner*; p. 426.

Specimens of Thackeray's pencil sketches. *Scribner*; p. 519.

SCIENCE.—“Scientific Miscellany.” (Very full and interesting.) *Galaxy*; p. 268.

“Water supply of Islands.” By Franklin C. Hill. *Popular Science Monthly*; p. 440.

“A Short Study of Birds' Nests.” By Charles C. Abbott, M. D. *Popular Science Monthly*; p. 781.

About Bees. (Very curious.) *Popular Science Monthly*; p. 486.

GEOGRAPHY.—“Following the Tiber.” (Concluded.) (Illustrated.) *Lippincott*; p. 137.

“Japanese Marriage in High Life.” *Lippincott*; p. 176.

“The Canons of the Colorado.” By Maj. J. W. Powell. (Illustrated.) *Scribner*;

BIOGRAPHY.—“Some recollections of Hiram Powers.” By T. Adolphus Trollope. *Lippincott*; p. 205.

HISTORY.—“The Hessian Mercenaries of our Revolution.” By Geo. W. Greene. *Atlantic*; p. 131.

“Bancroft's Native Races of the Pacific States.” *Atlantic*; p. 163.

“Virginia Campaign of John Brown.” (Second paper.) By F. B. Sanborn. *Atlantic*; p. 229.

ART.—“The Decline of the Drama.” By J. Brande Matthews. *Galaxy*; p. 225.

“Theodore Thomas.” By J. R. G. Hassard. (Portrait.) *Scribner*; p. 458.

EDUCATION.—“Report of School Superintendents of the Middle States and Ohio.” *Atlantic*; p. 251.

“Reason against Routine in the Study of Language.” (Part II.) *Popular Science Monthly*; p. 470.

PUBLISHERS' DEPARTMENT.

It is asserted as a fact that every canvasser who has turned his attention to the introduction of the New Family Sewing Machine in his locality, or who has been fortunate enough to secure an agency, has outstripped the best efforts in making money of the old and tried Agents of the high-priced machines, which latter they now replace. The demand is enormous, and sales so rapid and money made so readily with so little effort that Farmers, Tradesmen, Speculators &c., are flocking into the business as fast as they can secure territory and get their goods on the ground to supply anxious customers. It is marvelous how these machines sell when exhibited, it being a recognized fact that people will buy the best at the lowest price. It certainly is the Machine of the times and does the same work, as other Machines at \$80.00 or \$90.00, and we really believe it would sell just as readily at double and then not cost half the usual price of so good an article, for it is astonishing to see the vast amount of labor it performs at so low a cost. The inventors are daily inundated with testimonials of the worth of their new Machines which so suddenly and successfully bounded into popular favor. It proves to be just what is wanted every day, by every one, everywhere, who has a family. It has attained an enviable reputation in many thousands of homes and factories, for its solid strength, power, rapidity, simplicity, certainty, and ease of operation, with extreme beauty, fineness and reliability of its sewing; while the wonderfully low price [Twenty Dollars for a Large and complete Sewing Machine with a strong table and treadle], places all idea of competition entirely out of the question. It stands alone in its merits and price. We advise you to invest in one at once for your Wife, Daughter, Mother, Sister or Lady Friend and make a home happy, or put them in your factory, or what is better if you are lucky enough, secure an agency, if there is none in your town, and make money yourself. The many New Attachments for doing extra fine, skillful and difficult work, are a surprise in their simplicity of construction and far below even “grange prices,” and will be delivered safe at your door, no matter how remote you may reside, if you write for them. Address, J. THOMPSON, HANNA & Co., 907 Broadway, N. Y.

ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

APRIL, 1875.

NUMBER 83

DRAWING.

There is hardly any profession or calling in life in which skill in the use of the pencil is not a benefit, and in many cases it is absolutely indispensable.

The architect, the machinist, the painter, the surveyor and the engraver are strong or weak in proportion to their knowledge of drawing; while the teacher, the physician and the lawyer will often find it to be a plain and easy way to give expression to thought or purpose.

In drawing, the perceptive faculties of the pupil must not only be *exercised but cultivated*.

It will exercise the perceptive faculties to draw lines without reference to position, length or direction; to make or copy pictures without strict adherence to accuracy of design; but in order to cultivate these faculties the lines must be drawn with definiteness of purpose, and the pictures with an attempt at close imitation. This purpose and imitation must be tested by comparisons and measurements.

If a class of beginners be required to draw a line two inches in length, an examination of slates will disclose the fact that the lines drawn vary from one-half inch to five inches in length, and the direction of the lines will be as varied as the number of pupils who draw them. These inaccuracies the pupil should detect and correct by actual measurement under the guidance of the teacher. They have an object in view in making comparisons, and are thus led by their pride to a careful execution of their work. The result of close observation is soon made apparent, to the gratification of both teacher and pupil.

The eye perceives and the hand executes, but it is only by constant and continuous drill that the desired results are attained. The pupil is required

to estimate distances, decide upon proportions and produce harmonious combinations. In this work the judgment performs an important part.

The importance of exercising this faculty cannot be over-estimated; for by its help are the other faculties *cultivated*. It is first shown in little things, but when other attainments are equal, its cultivation is what places one teacher in advance of another, gives one merchant the advantage over his competitor, and makes it safe in sickness to trust to the care of the experienced physician.

As the child progresses in his work he is not slow to discover that the copies which he makes are not unlike the originals. His success in producing sketches of familiar objects stimulates him to greater efforts and he soon begins to draw upon the IMAGINATION for new combinations.

The pupil will soon learn to discriminate between the beautiful symmetry of the graceful curve and the abruptness of the unattractive angle, and in this way TASTE is cultivated.

The vocabulary of the pupil is increased by the introduction of new terms, and he is taught to give expression to thought by the exercises in dictation; thus in both instances LANGUAGE is cultivated.

The child will much more readily comprehend the power and signification of the words used if he follows the dictation of his teacher until a desired figure is produced.

The blackboard should be used by the teacher for illustrations, and it will be well for him occasionally to require his pupils to dictate while he places the figure upon the board. By the reproduction of lessons MEMORY is strengthened.

Observation, practice and experience gradually develop these faculties until the results of their influence are seen in almost every effort which the pupil makes. Its effect upon the discipline of the school is also an important item. The pupils are required to work simultaneously. There is concert of action in assuming position, and in every movement of the pencil in the formation of lines or parts of the different figures. The benefit of this drill, if properly carried on, is readily observed in movements of pupils about the room, in the formation of classes or the dismissal of school, also in work at the board and in ordinary school-recitation.

The subject FORM (Elementary Geometry) which is taken as a separate study, should be made a part of the work in drawing; also the work done in PLACE (Elementary Geography) in which the terms, centre, right, left, top, bottom, upper, lower, front, back, inside and outside, are taught, should be included in this work. Lessons on these subjects thus combined can be made more practical and the time of the pupil economized.

The average time children spend in the public school is so short that no effort should be spared to make their studies first practical, then interesting. The relation of one subject to another should be so understood by the teacher that he will be able to group such subjects as can be combined with profit. Such combinations cannot fail to be interesting, and in proportion to the interest created will the impressions be deep and lasting. It is difficult to estimate the amount of valuable time that can thus be saved to the pupil.

Drawing aids in writing. The cultivation of taste and accuracy in drawing produces like results in writing, as the same faculties are brought into use. It also gives variety to slate-work.

Drawing has been extensively introduced into the public schools of the larger cities of the United States, and consequently has received the attention of the best educators of the land. The consideration which has been given to the subject by leading minds is an evidence of its importance, and when the competent, practical teacher once begins this work he will not be slow to perceive the influence which it exerts upon the pupil in the various studies and exercises of the school.

In order to obtain the best results for the time occupied, *the method or manner of presenting the subject* should receive careful consideration. The reason why drawing is dropped or falls into disrepute, after being introduced in to many schools is because the teacher does not understand what he is required to teach, or because he gives so little thought to the subject before he presents it to the class, that he is unable to make the exercise either plain or attractive.

There is a necessity for thorough preparation on the part of the teacher in each lesson to be given. The whole subject should be arranged systematically, and the relation of every part should be understood clearly before being presented.

It is too often the case when a system of drawing is adopted, and cards introduced into the school, that they are given to the pupil to be copied without any preliminary instruction with reference to position or other matters of equal importance. The child makes a copy of the figure before him upon his slate, but he readily discovers, almost without criticism, that it is unlike the figure upon the card; differing in form, size, accuracy, or embodying, probably, all of these defects to a greater or less extent. He is required to make another copy, and while he may remedy some of the defects of his first effort, others no less glaring appear. The result of this is that many of the class lose all interest in the study, and make little or no progress in their work, for the very good reason that it is too hard for them.

To remedy this evil they should be instructed with reference to position of the body, hand, pencil and slate, and then the work should be simplified so as to be fully comprehended and easily performed by each pupil.

With these preliminary instructions to guide them, their enthusiasm will constantly increase; they will manifest a wonderful interest in the most simple work, and the twenty minutes which the pupil should spend daily in drawing will be looked forward to with more pleasure than any other exercise of the day.

MATERIAL.

Pupils should be supplied with slates, long and sharp pencils; also with two sets of measures made of stiff paper or wood, and divided by lines into inches, halves, quarters and eighths. In the first lessons the measures used should be one inch wide and two inches long, but after sufficient progress has been made these should be replaced by measures four inches in length.

(The teacher should take charge of pencils and measures, and should appoint monitors to distribute them at the commencement of each lesson, and to collect them at the close.)

POSITION.

The pupils should assume a front position, and the body should be kept as nearly upright as possible. For drawing vertical lines the slate should be placed in front of the pupil, parallel with the edge of the desk.

For drawing horizontal lines the slate should be placed at a slight angle with the edge of the desk, far enough to the right, so that the pupil will have free movement of the arm and body.

For drawing horizontal lines hold the pencil in the same position as for writing.

For drawing light vertical lines grasp the pencil in the same way as for writing, then turn the hand to the right so that the pencil will form a right angle with the line to be drawn.

For drawing heavy vertical lines turn the hand toward the right so that it will rest upon the backs of the second, third and fourth fingers, throwing the pencil at a right angle with the line to be drawn.

TERMS.

Teach the definition of a line.

Teach the definition of a straight line.

Teach the definition of a vertical line.

Give pupils practice in drawing lines without reference to length.

Teach the definition of an inch and application of the same.

When this work is completed, pupils will be prepared to draw lines with reference to length and direction.

Lessons on vertical and horizontal lines may be given as shown in the following work.

I.

MATTER.

1. Teach the terms, right, left, above, below, top and bottom.
2. Draw vertical lines two inches long.
3. Teach the definition of parallel lines.
4. Draw three vertical lines two inches long and one-half inch apart.
5. One inch to the right of the first group draw a second group.
6. One inch to the right of the second group draw a third group.

PLAN.

1. At given signals pupils place slates in position for drawing vertical lines.

2. Pupils sit in proper position.

3. Take pencils and turn the hand in the required position for drawing vertical lines.

The pupils are required to give close attention and the teacher dictates as follows:

1. One inch below the top of the slate make a point. The teacher counts "one," and each member of the class follows his dictation.

2. Two inches below this point make another point. The teacher counts "two."

3. Connect these points, "three."

Require pupils to draw commencing at the first point with downward movement to the second.

At a given signal pupils take measures and measure,—

(a) the distance from the top of the slate to the first point,

(b) the length of the lines.

The teacher calls for hands of those who find lines,

(a) two inches long,

(b) more than two inches long,

(c) less than two inches long.

Measures should be left upon the slates while the teacher passes among the pupils and examines the work, criticising the slightest variations in length or direction.

After an examination of slates, measures are placed upon the desks and lines erased. The teacher dictates, giving signals, and counting "one, two, three" as before. Pupils draw and criticisms follow. These exercises should be continued until children are all able to draw vertical lines two inches in length. The teacher should insist, during the entire lesson, upon correct positions, simultaneous movements and accuracy in the work.

Teach the definition of parallel lines.

To draw a group of vertical lines, the pupils draw one line as in previous lessons. Measures are applied as before, and if the line is too long the pupil is allowed to make it shorter, or if too short, to make it longer.

The teacher then dictates as follows :

1. One-half inch to the right of the first point make a point. Teacher counts "one."

2. Two inches below this point make another point, "two."

3. Connect these points, "three."

4. Take measures and see that the lines drawn are one-half inch apart.

The teacher examines the work.

(Require the pupils to say, "These lines are vertical and parallel." Tell why the lines are said to be vertical and why parallel. If necessary, the pupils should be allowed to erase this line and try again.)

5. One-half inch to the right of the second line draw another vertical line, "one, two, three."

6. One inch to the right of this group and one inch from the top of the slate make a point, "one."

7. Two inches below this point make another point, "two."

8. Connect these points, "three."

(Measures are applied)

9. One-half inch to the right draw a vertical line, "one, two, three."

10. One-half inch to the right of the last line drawn, draw a vertical line, "one, two, three."

11. One inch to the right of the second group draw a third group.

(The teacher dictates and counts.)

It will require from one to two months for beginners to master the "work" contained in the above Plan.

At first thought it may seem that pupils will tire of this work, but this is a mistake. The interest and zeal of a majority of the class will grow stronger with each lesson.

II.

MATTER.

1. Teach the definition of horizontal lines.

2. Repeat the work given in I, substituting horizontal for vertical lines.

(Require pupils to draw from left to right.)

Follow the plan given for vertical lines.

About two weeks will be required to master the work contained in II.

III.

MATTER.

1. Draw two vertical lines two inches long and one inch apart as shown in figure 1.

2. Draw a vertical line two inches long, dividing the space in figure 1 into two equal parts as shown in figure 2.

3. Draw vertical lines two inches long, dividing the spaces in figure 2 into two equal parts as shown in figure 3.

4. Draw two vertical lines two inches long and two inches apart.

5. Draw one vertical line two inches long half way between the lines just drawn.

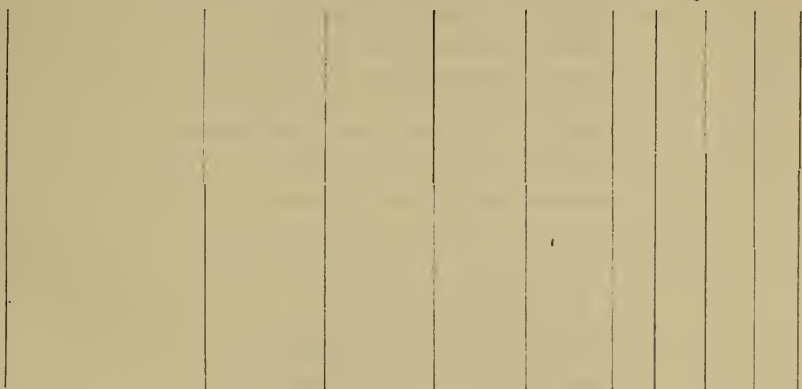
6. Draw two vertical lines two inches long, dividing the spaces in the figure drawn into equal parts.

About two weeks will be required to master the work contained in III.

1

2

3



IV.

MATTER.

Repeat the work contained in III, substituting horizontal for vertical lines. One week will be sufficient to master this work.

EMMA J. TODD.

A bill has passed the Michigan legislature abolishing the county superintendency. A system of township supervision is to take its place and the laborers are to receive the princely compensation of two dollars per day. That's right! Teach 'em humility! Since the supervising workman usually receives more compensation than the subordinates, it is to be supposed that the teachers must be expected to work for a dollar and a half, say. That has the true reform ring in it. We are rapidly returning to the simple manners of the primitive republic. Now, if the good work can go on until such new-fangled superfluities as blackboards, maps, charts and patent furniture can be consigned to the garret, we shall see—what we shall see.

A CHARMING WOMAN.

A charming woman, I heard it said
By other women as light as she;
But all in vain I puzzle my head
To find wherein the charm may be.
Her face, indeed, is pretty enough,
And her form is quite as good as the best,
Where nature has given the bony stuff,
And a clever milliner all the rest.

Intelligent? Yes—in a certain way;
With the feminine gift of ready speech;
And knows very well what *not* to say
Whenever the theme transcends her reach.
But turn the topic on things to wear,
From an opera cloak to a *robe de nuit*—
Hats, basques, or bonnets—'twill make you stare
To see how fluent the lady can be.

Her laugh is hardly a thing to please;
For an honest laugh must always start
From a gleesome mood, like a sudden breeze,
And hers is purely a matter of art—
A muscular motion made to show
What nature designed to lie beneath
The finer mouth; but what can she do,
If *that* is ruined, to show the teeth?

To her seat in church—a good half-mile—
When the day is fine she is sure to go,
Arrayed of course, in the latest style
La mode de Paris has got to show;
And she puts her hands on the velvet pew
(Can hands so white have a taint of sin?)
And thinks—how her prayer-book's tint of blue
Must harmonize with her milky skin!

Ah! what shall we say of one who walks
In fields of flowers to choose the weeds?
Reads authors of whom she never talks,
And talks of authors she never reads?
She's a charming woman, I've heard it said
By other women as light as she;
But all in vain I puzzle my head
To find wherein the charm may be.

—JOHN G. SAXE, in *Harper's Magazine for March*.

*THE INTERMEDIATE TEACHER.

Qualifications for teaching, in the main, are regulated by the instruction demanded and by popular estimation.

1. The instruction expected of the Intermediate Teacher requires a lower and more limited grade of qualifications than is necessary to equal success in either of the other departments of the public school. So far as effort is concerned, a work is half accomplished when well commenced. The most difficult part of any undertaking is to start it aright. The first tap of the school bell requires a considerable pull, but when the wheel is in motion little effort is necessary to keep the bell ringing. You did not mind coming to Chicago after you were on the way. A boy may be trusted with the horse thoroughly broken to harness, but the colt needs a master's hand and mind. I need not multiply examples to show that it is more difficult to commence a work well than to carry it on. Such is the nature of work in the material world, and the more I observe mental phenomena, the more I become convinced that in methods, mind and matter agree. In the realm of either, inertia is the hold-back to be overcome. It is resistance to a change of state which makes the beginning less easy than the continuance.

Schools should conform to nature. Though in one sense conventional, in a broader and higher sense they are natural, being a part of the plan of Him who holds the human race in the hollow of His hand, that it may improve itself till worthy of a resting-place in His bosom. The school is truly conventional only in origin; in application it must be natural. Now let us consider the condition of the mind in the various stages of its development, and the surroundings most favorable to a proper and symmetrical development.

Individual as national history has its epochs, each marked by some leading characteristic, pursuit or condition. Every individual existence has three clearly marked periods, childhood or home-life, youth or school-life, and maturity or business-life. Two of these are for preparation, one for execution; but the three overlap so as to make life a unity. Parents fill the first, teachers largely control the second, and self rules the third. The first and last have no place in this discussion.

The primary teacher commences the work of the second epoch. When a pupil enters school for the first time, what a change comes over not merely "the spirit of his dreams," but the actions of his life. Strangers surround

* Read at Illinois State Teachers' Association.

him, stare at him, awe him, till he shuffles, sideways, finger-in-mouth, to a seat. Strangest of all is the teacher whom, perchance, he has been taught to dread as the embodiment of all childhood persecutions, and the arch enemy of every youthful liberty. The novelty of his surroundings excites his curiosity. He sees all that goes on around him, but trembles in every joint as he looks. In his little brain are dormant powers which, when properly called into activity, have moved the world as no heathen philosopher ever thought of moving it. If the laws of mental development are as unyielding and exacting as those of physical growth it is little wonder that maturity of mind is so seldom met. Can the facts and laws of psychology be less real than those of physics and physiology?

To awaken these sleeping powers, to start them in the work they are designed to accomplish, to bring the untutored little body and the unlettered little mind under the healthful restraint and invigorating activity of the school-room, are the work of the primary teacher. Consider the necessary qualifications: a mastery, in detail, of the branches taught and a thorough acquaintance with the development of mind, at least in its infantile phases. The teacher is the text-book for her pupils, able to answer their questions in child-like language, able to take any book having a place in her department and translate its language into the child's dialect, able to present any subject worthy of presentation in a manner, and a language, so simple, so free from insipidity that the youngest may understand and the oldest appreciate. She must exercise a constant, watchful care over the comfort and health of their little bodies, more easily ruined and distorted at this age than at any subsequent period. She must be a model for her pupils to copy. They imitate her deportment, speech and culture so far as able to imitate them. No succeeding teacher makes so indelible an impression on their minds, then more plastic than at any after time. You have heard, and perhaps made, the assertion that the child's moral character is formed by the time he is ten years old. The statement may be an exaggeration, but it is not an error. Most of the school years up to this limit are spent in the primary. In thinking of their influence on the moral, intellectual and physical growth of the child, nothing, to me, seems so important to the pupil's welfare, both as child and adult, as the careful supervision of the way in which these are spent. I do not wonder that teachers shun the primary and seek other positions. They are thus freed from the gravest responsibilities of the school, as well as its most exhaustive mental work.

The child leaves the primary and enters the intermediate. This is but a step in his advancement, and by no means so radical a change as entering

the primary from home-life. His arms are filled with books. His attention is divided between these and the teacher. The teacher's influence is waning, the world's is gaining strength. The pupil works more and so does the teacher, but it begins to be more of the side-and-side work, and less that of leader and follower. The pupil is learning to depend on his own efforts. He is assigned a task and left to himself half an hour or an hour at a time, during which the teacher only occasionally glances at him to see that he applies and behaves himself.

Even this government is not so difficult and responsible as in the primary. There he has been taught to conform to wholesome discipline; has become used to it; has ceased to think it a hardship. Not so responsible, because the primary teacher is an absolute monarch over little subjects who think what she says and does is perfect. In the intermediate, little explanation based on reason presents the course the pupil is expected to pursue, and former experiences teach what follows a deviation from that course. I can think of no element in successful intermediate teaching that does not belong as well to primary instruction. There are qualities belonging exclusively to the latter, while those common to the two departments absolutely require of the primary teacher a broader and better use. Bear in mind that this is said under the supposition that both teachers are equally successful. From the intermediate the pupil enters the grammar and then the high-school grade. He is now in the finishing rooms of the establishment. The parts of his education are there to be carefully weighed, balanced and adjusted. Deficiencies are to be supplied. Exact, precise and painstaking instruction is demanded of the teacher, whose culture must correspond to the instruction given. But other things than the polish must be looked after. The learner must be taught how to investigate for himself. The methods of acquiring should go with the acquisition. The constant thought of the teacher is "These young people will soon be turned loose into the world; are they fit? How can I better their preparation?" A serious question, in finding the answer to which men and women grow prematurely old and die discontented with the result of their life-time efforts. The high-school teacher loves knowledge. He tries to inspire his pupils with the same love, knowing it to be a panacea for half the woes and dissatisfactions of life. For such instruction a knowledge of the world is a necessary qualification. The teacher needs to know the world in its strength and weakness, its worth and sham, its honesty and chicanery. The more he knows of it the better can he prepare his pupils for a moral and intellectual fight in behalf of right and justice. He possesses all the elements of the true intermediate teacher carried to a higher plane of excellence, and, besides, exercises talents that pertain alone to his department.

This is theory of course. Not many of our schools, if any, will confirm my conclusions, because few, if any, live up to the premises. As a rule, inexperienced and poorly educated teachers are placed in charge of the primary grades. They come, fresh from the high school, or seminary, or college with the most vague notion of their work and its methods. Those desiring success pore over manuals of object lessons and treatises on primary instruction, and, instead of imbibing the thought, adopt the letter. As a consequence their methods, like all borrowing, are unnatural. Results fall so far short of their ideals as to make them disgusted with their positions. Vacancies above them occur. They claim promotion and get it. Having learned a little of school-keeping, they improve upon that little and grow into the successful intermediate teachers. As the schools now are, the intermediate is better taught than the primary, and, perhaps, the higher grades, because it requires fewer and more easily filled qualifications on the part of teachers.

2. The popular estimate of intermediate teaching in many respects is faulty and erroneous.

When a teacher seeks a position he asks first about the salary, second about the work. When patrons seek a teacher they ask first about his education, second about his experience.

Here one objects by saying directors more commonly ask about the salary and employ the teacher who can be hired for the least money. This is true too often. Beyond a reasonable economy no school board is justified in miserly hoarding or in misapplying the public funds at its disposal. Every board knows how much money it can spend in salaries, and the only debatable question concerning the spending should be, how much can be saved without injury to the school. A miserly economy but shows that the board really prefers no schools to a good one, and that it is willing to give the name, school, to anything which will ward off the punishment of a violated law and an outraged community. I consider such a condition and such a remark as foreign to our purpose here, and shall say no more about them. Salary has two factors, experience and ability, or supposed ability. Work is considered by those undertaking it from two stand-points, quality and quantity. Unfortunately all of these elements are manipulated to the advantage of the intermediate department. Let us see how.

As a rule, the intermediate teacher has more ability and experience, a higher salary and less exhaustive work than the teacher of a lower grade. She has more ability and experience from having a care for her own interests. Her position has been gained as a promotion or on account of superior education. If a promotion, it has been earned by success in the pri-

mary, and success is clear proof of ability, particularly in so trying a position as the primary. If given on account of education, the custodians of the school have two objects in view, to compensate the time, effort and money spent in getting the education, and to advance the interests of the school by putting a premium on knowledge. Teachers, like any other class of people, are ambitious. They desire to step upward and onward. If, on entering school, they are placed in charge of the primary grades and succeed, they desire promotion because that will give them distinction and increased compensation. If well educated, they are unwilling to let their light shine under a bushel, but want it on a candlestick that all may see it and admire. A graduate in the *ologies* is unwilling to teach the A, B, C's, because his attainments justify him in seeking a higher position. This, generalized, is one of the inducements held out to young people in every exhortation, urging them to renewed and redoubled efforts towards mastering their studies, trades or professions. The world appeals to us in this way, and, in turn, we so appeal to those over whom we have influence. Advancement is justly considered a reward for honest and expectant endeavor. Satisfaction with humble callings and positions doubtless shows more philanthropy, but philanthropy and ambition seldom harmoniously occupy the same abiding place. When the good of my own school is concerned, I'll choose the ambitious teacher rather than the philanthropic one.

But there is another consideration besides salary and promotion that leads teachers to prefer places in the intermediate department. The work there is different and less wearing. It is more in quantity, but inferior in quality. The quality of any instruction depends more on mind than body; its quantity, more on body than mind. Quality is largely composed of tact and genius, quantity mainly depends on perseverance and physical endurance. Give a class in arithmetic a puzzling problem, get the pupils excited over its solution, and you will secure a good quality of work. Give the same class a page of problems, none of which are difficult for the grade, and the resulting work may be great in quantity, which will depend on the time allowed, but it will be inferior in quality. So it is with primary and intermediate teaching. The former demands a constant vigilance, a constant mental activity, a continuous string of attractive expedients, lasting from the opening of school in the morning till its close in the evening, and varying from day to day, all of which are better for coming from a delicately organized, subtle brain. The latter requires a plodding round of duties, perseveringly lived up to. Lessons are learned from the text-books, and not directly from the teacher's brain. The former, in the main, must be original work, while the latter is persevering work in securing that already prepared.

Patrons, after a common mistake in their dealings with children, or for them, give the better salaries and other favors to teachers of advanced grades. I say mistake because the assigning of places is entirely in the hands of school directors; common mistake because it is one that nearly all parents fall into. Parents are more careful of their children's minds as the children grow older. They furnish more amusements and grumble less at the cost. A boy in his teens can get all the books he wishes, while the little ones beg piteously for the same, and are turned aside with some trifling toy. Nine children out of ten will love books if surrounded by, and allowed to use, them in their early years. To make scholars, scholarly habits must be formed in the habit-forming age. So far, then, as personal ease, distinction and salary are concerned the intermediate is the more inviting department. What besides these three things influence teachers? I can think of no general influence. Why do school boards make the mistake?

Teachers ask for it and furnish all the credentials called for. They are not to be blamed for so doing. They are but studying their own comfort and looking after better pay. The board reason falsely by concluding that older and more advanced pupils need a corresponding advancement in the qualifications of their teachers, and that granting the request is only bestowing well-earned benefits. Directors do not stop to think out the difference between the quantity and quality of work. They do not stop to consider how much the primary teacher has to think for herself and pupils, while the pupils of her intermediate associate are memorizing lessons prepared by our school-book authors. The grades and differences of mental work are commonly recognized only by those who study the development and manifestations of mind. In the eyes of the masses, all the departments below the High School are of equal or nearly equal importance, and exact superior teaching qualifications, only as additional studies are introduced. Even teachers filling the same positions for years fall into this error. Those of the different departments can never agree as to whose positions are most exacting and worthy of the greatest compensation. This is true because they reason from different starting points. The primary teacher thinks her position the most difficult to fill from the mental strain it imposes; the intermediate, judges from the number of hours she spends in and out of school upon school-work; the high-school, from the responsibility attending his instruction. Of these the primary has more nearly the correct standard. It will not do wholly to judge of work by the time it consumes lest we be compelled to give the honor to the mason and carpenter, rather than to the architect; to the hired workmen who chisel out the sculptor's ideal as seen in the clay model, rather than to the artist. This I believe a true though brief presentation of the subject.

The ambition of intermediate teachers seldom leads them into applying for high-school positions. They have the belief that the qualifications necessary to success in that department are beyond their present attainments, and the every-day work demanded of them prevents much preparation and study for higher grades. Directors co-incide in these views, hence neither party asks the favor. Such promotions are frequently made, but usually upon the recommendation of some third party who is supposed to know whereof he speaks. The popular comparison of intermediate and high-school teachers is less erroneous than that of intermediate and primary.

I confess that the intermediate teacher should have all the virtues attainable, but, luckily, she can succeed with fewer than her associates must possess. All that I have said has not been to disparage her worth or qualifications, but to indicate the basis from which to judge of the praise and compensation due her. She is subjected to sufficient senseless complaint and fault-finding at home to exempt her from the same when attending a teachers' association. Her's is a noble and indispensable work, worthy of all the laudatory words bestowed upon it when the praise is not given at the expense of the other departments. She makes fewer grievous mistakes and has fewer faults than her primary associate. While she may be tied to her books, she is not insipid and sycophantic, as is too often true of the primary teacher: nor arrogant and self-sufficient, as may sometimes be said of the high-school teacher.

While the duties of all the departments are onerous, and year by year are better met and fulfilled, still our primaries are terribly deficient in execution and are improving least rapidly. The deficiency can only be supplied by experienced teachers, who, for the good of the school system, pass their apprenticeship in the intermediate grades, or by specially prepared instructors who must not be led by surroundings to think the results desired to be inferior in public estimation, support or usefulness. I would like to see the primary work of the school more fully appreciated and better paid, appreciated and paid for the qualifications it requires. When these conditions are met, teachers no longer can base their claim for promotion on salary, experience or public favors, but will be compelled to fall back upon the work which they will be ashamed to present as an argument.

If I have shown too much theory and too little practice, remember the object for which we are assembled. The slowest way to improve our schools is to talk of them as they are: the most rapid, to talk of them as they ought to be. We work towards an ideal in all that we do, and that ideal might as well be humanly perfect as half-way so. We know what our schools are, we need to know what they should be, in deciding upon the comparative worth, either of methods or of qualifications.

J. W. HAYS.

CHEMISTRY IN THE COMMON SCHOOL.

I have often been told by teachers that if they were supplied with apparatus they could teach chemistry in such way that the study would be profitable and interesting, and I have no good evidence that they did not speak the truth. But I am inclined to believe that the apparatus they were thinking of was of such a character, that with it they could make a brilliant light or an astonishing noise, or, possibly, a fearful odor. I should conclude, from reading almost any of the school text-books on chemistry, that the first thing to be *taught* is, that there is such a gas as oxygen, and that a steel watch-spring will burn in it; and the first thing to *do* is to make a quantity of the aforesaid gas, pass it into a gas bag, or "collect by means of the pneumatic trough" and burn the watch-spring.

No doubt but this is a very brilliant experiment. It is really entertaining. I suspect that all the boys and girls would enjoy it just as they would enjoy seeing any other "fire works." But I do not believe that the boys and girls have been profited, educated very much by this display. If it is the object of the teacher to amuse his pupils, then such experiments must be performed, and consequently apparatus—expensive apparatus—must be had; if, however, the end be to teach *chemistry* and make it both profitable and interesting, such exhibitions need not be given. There is really a better way. Moreover, the boys and girls in the public schools are not expected to learn very much of any science, but what they do learn of this particular science, should be of such a character as will enable them to understand something of the philosophy of common phenomena, such as they see about them every day. Instead, then, of igniting steel in pure oxygen gas, would it not be better, more philosophical, to take the oxygen as we find it, diluted, and burn a bit of wood or candle in it?

What apparatus is necessary to assist in teaching the chemistry of combustion? I think it would be well to develop the fact that air is necessary; that wood, coal, cobs, kerosene and most other so called combustible matter require air to carry on the process of burning. To prove this, apparatus is always at hand. Close the draft of the stove and the burning is less brisk; and if the air be entirely prevented from entering, the burning ceases altogether. Put a bit of candle (lighted) in a tin box, an empty baking-powder box will do, put on the cover, and the candle goes out, ceases to burn. Would not such an experiment teach the fact that air is necessary to carry on the process of combustion? Just as necessary as

the candle? Next, a piece of candle fastened to a piece of wire may be let down into a gallon bottle and the bottle corked. The candle burns for a short time and then goes out. Now it is quite evident that the air has not gone out of the bottle, and yet the candle does not burn. Even if we remove and light it, then return to the bottle it instantly goes out. In this way we may show that the candle will not burn in some kinds of air. Then, perhaps, we may teach directly that the common (atmospheric) air consists of nitrogen and oxygen; the latter, uniting with the burning material, consumes it, and the products of the combustion are mingled with the nitrogen of the air. How can some knowledge of the character of the products of the combustion be communicated? Hold the lighted candle under the mouth of an inverted glass jar or bottle, taking care that the jar or bottle is clean and cold. In a short time the vapor of water, one of the products of combustion, will be condensed on the inner surface of the bottle, and will collect in small drops. Now take the bottle and rinse it carefully and again hold it for a few minutes over the candle, as before, then cork and remove the bottle, set it right side up, remove the cork and pour in a half pint of clear lime-water, and shake. The clear liquid becomes milky, indicating the presence of carbon di-oxide, or carbonic acid. It is very easy to show that if the lime-water be put into a clear bottle and shaken, no such effect is produced.

Now, what has been taught by these experiments? Simply this: that a candle will not burn in a corked or closed vessel, but will, in an open one. That when the flame of a candle passes up into an inverted bottle, water appears and accumulates, and when clear lime-water is put into the vessel, the lime-water becomes milky. Now, what *may* be taught by explaining the philosophy of the experiments? The candle is composed of carbon and hydrogen, the air contains oxygen; when the candle is lighted, that is, when the temperature is raised sufficiently, the oxygen of the air unites with the carbon of the candle, forming carbon di-oxide. Some oxygen also unites with the hydrogen, producing water.

We need not stop here for want of apparatus. Take a common saucer and fill it with water, crumple a bit of newspaper, twice as large as your hand, and place it gently on the surface of the water, set it on fire and when it is nicely burning cover it by plunging an inverted tumbler into the water. The blaze is soon extinguished, of course. Now, observe that the water rises in the glass until it is nearly half filled. As with the other experiments, all that this shows is that the fire goes out, and that the water rises in the glass. Now, why? The paper consists of carbon and hydrogen; the oxygen of the air contained in the glass unites with this carbon and hydrogen,

and forms water and carbon di-oxide. These products occupy much less space than the elements as they existed in the air and in the paper, before the combustion took place. The burning of a steel watch-spring in pure oxygen might be witnessed by a class of ordinary school children, and by a class of Digger Indians, with about the same educational effect. But when the philosophy of the burning of a candle in air is well understood, when all the conditions are carefully observed and correctly reasoned upon, the children could deduce the other fact, and predict that steel would burn in oxygen, and the experiment would add nothing to their fund of knowledge. The simple statement that it would burn under such conditions would appear reasonable, and thus the more brilliant experiment would seem no more wonderful and strange than the one witnessed every day in the burning of the coal in the stove, or of the candle on the table.

J. A. SEWALL.

NORMAL, March 8, 1875.

CAUSES OF TIDES.

DEAR SCHOOLMASTER:—If you will exercise a little patience with a dull pupil I will venture to say something more on the subject of tides. In your stricture on my article on that subject in your February number, 1875, you say, "How the earth can glide under the heaped-up water some twenty-eight times in a lunation is beyond our power of conception." Just conceive how it glides under the moon so often, and you have it. It glides under the tide next to the moon just as it glides under the one opposite. Both tides follow the moon in her course from west to east around the earth, rising and setting, so to speak, a little later every day, just as she does, so that the earth glides under each of them as many times, less one, during a lunation, as it turns on its axis. Now, certainly this is clear.

Thanking you for your lucid explanation of the "difficulty about the opposite tide," I would say that Olmstead, in his "Introduction to Astronomy, designed for the students of Yale College, revised edition, 1855," gives the same explanation in clear statement and lucid illustration. You will find it on page 166. He says, "*Tides are caused by the unequal attraction of the sun and moon upon different parts of the earth.*" Then he goes on to illustrate: "Suppose the projectile force by which the earth is carried forward in its orbit, to be suspended, and the earth to fall toward one of these bodies, the moon for example, in consequence of their mutual attraction. Then if all parts of the earth fell equally toward the moon, no derangement of

its different parts would result, any more than of the particles of a drop of water in its descent to the ground. But if one part fell faster than another the different portions would evidently be separated from each other. Now this is precisely what takes place with respect to the earth in its fall toward the moon. The portions of the earth in the hemisphere next to the moon, on account of being nearer to the center of attraction, fall faster than those in the opposite hemisphere, and consequently leave them behind. The solid earth," (that is, the solid part of the earth), "on account of its cohesion can not obey this impulse, since all its different portions constitute one mass, which is acted on in the same manner as though it were all collected in the center: but the waters on the surface, moving freely under this impulse, endeavor to desert the solid mass and fall toward the moon. For a similar reason the waters in the opposite hemisphere, falling less toward the moon than the solid earth, are left behind, or appear to rise from the center of the earth."

This explanation is very clear. I have no difficulty in understanding the theory. But still it is not satisfactory. I will try to tell you why. It is one-sided. It ignores the influence of a force equal to that of attraction. It is based on an hypothesis which does not correspond to the facts of the case. It supposes the projectile force to be suspended. That force is not suspended. It supposes the earth to be falling toward the moon. But the earth is not falling toward the moon. Just as well suppose the force of attraction to be suspended, and the earth to be receding from the moon. Just as well account for both tides by supposing them to be caused by the unequal power of the centrifugal force in different parts of the earth. That force is known to be greatest in those parts farthest from the center of motion, which, in this case, is the center of the earth's lunar orbit. Let us find the center of this orbit. The distance between the earth's and the moon's centers is about 240,000 miles. Let 1 equal the mass of the moon. Then 79, or about 79, will equal the mass of the earth. Their sum equals 80. Divide the distance, 240,000 miles into 80 equal parts, and one of these parts, or 3,000 miles, will equal the distance of the earth's center from the center of its lunar orbit. This point is 1,000 miles beneath the surface of the earth, and divides the earth's diameter into two parts, having the ratio of one to seven. Then the part of the earth's surface on the side opposite the moon has a velocity seven times as great as the part next to the moon. It does seem that this should have some influence in lifting up the waters on the opposite side.

Now if the earth were really falling toward the moon, as assumed in Olmstead's explanation, and implied in yours, it would indeed take the form of an oblong spheroid, its two ends being separated by the sole influence of unequal attraction, according to the theory. Suppose, however, that the

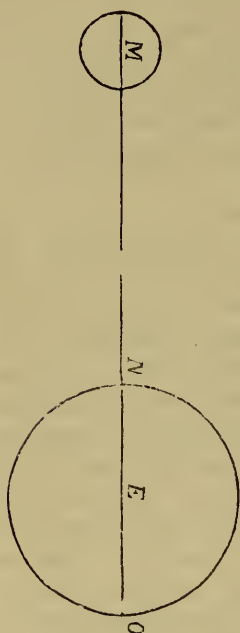
"solid earth" should be caught by some counteracting force, and its fall completely arrested, what would become of the water? Would it not, under the influence of momentum already acquired, and of the moon's continued attraction, tend to go on and gather on the side of the earth next to the moon? It was the centrifugal force that arrested the earth's fall, if it ever did fall. But fortunately this force laid hold of the liquid as well as

the solid part of the earth, and kept the waters on the side opposite the moon, poised at their wonted distance from the earth's center. It still keeps them so poised, and thus produces the opposite tide.

The earth's center of gravity, which is near the center of its volume, must be supported by the counteracting centrifugal force, otherwise the earth would fall to the moon. The centrifugal force must be counteracted by the moon's attraction; otherwise the earth would fly off at a tangent. These conflicting forces must be equal, or about equal, at the earth's center of gravity. It is true that attraction seems rather prevalent from apogee to perigee. But the reverse takes place in an equal degree from perigee to apogee. They are equal on an average, and would always be exactly equal if the lunar orbits were perfect circles. In our reasonings on this subject we may safely assume them to be equal at the center of the earth. All tendency at this point, either to approach or to recede from the moon, is counteracted by these conflicting forces. Then E, the center of the earth, continues in the circumference of its orbit without variation. Hence if the distance E O is increased, O must recede from

E. This it does under the influence of the centrifugal force, which is greater at O than at E. The conflicting forces are equal at E. Attraction is greater at N. The centrifugal force is greater at O. This can be briefly formulated thus: At E, $A = C$. At N, A is greater than C. At O, C is greater than A. This formula explains both tides without ignoring either of the mighty forces which work together in their production.

DISCIPULUS.



E—Earth M—Moon
N—Near Side O—Op. Side

CORPORAL PUNISHMENT.

One is prepared to believe that no new thing can be written on the subject of corporal punishment in school. The most one can hope to do is to re-present the oft repeated arguments, or some of them. The writer does not essay even this, but being one, as I believe, of the thousand schoolmasters who are not yet convinced of the value either of the legislative prohibition of Syracuse or of the voluntary (?) prohibition of Chicago, the hope is that some of the eminent advocates of both sides will be incited to write for the SCHOOLMASTER.

The last Report of Chicago seems to be proof that the non-use of the rod is followed by only the best results—fewer expulsions, fewer suspensions as well as no whippings. Where are the eminent teachers, not in the reformed districts? Why are not their voices and experiences heard? Advocates of the measure not only believe and practice, but they publicly avow the reasons for their faith, and more, they fortify their position by figures. The Chicago Superintendent has the confidence and respect of all who know him; what he says ever has much force. So far as I know, no one who claims to be his peer has taken the pen to assail his position.

Why is the abolition of the rod in school a part of history in a few cities and the reasons and experience printed and given to the world, while others whose opinions are needed are silent? School boards and committees put forth their edicts frequently enough, with their theoretic reasons therefor, but it is not for the opinions of those bodies that one so much cares. What one wants to hear is the real expression of the real teacher—he who has been working a score of years conscientiously studying the subject of school discipline. What do Normal teachers say to their classes on this subject, and why? With what notions on this subject do our young teachers enter the work, and where do they get them?

One position has been given like this:—the parent should do the whipping—the schoolmaster is not engaged as a threshing machine. This, forsooth, is stated as an argument for the abolition of the rod in school. If the teacher is indeed “in place of the parent” for the time, and if it is right for the father to whip his son, it is difficult to see why the teacher, who is *in loco parentis*, should be prohibited.

Not to whip for the above reason is to avoid duty, and yet it is easier work for the master if he is willing to shirk from a responsibility. He is expected to educate and discipline the pupil, and he is paid for this.

Another position is :—whipping is brutal and can be avoided at home and in school—it is barbarous. I can believe this. I can believe that Mr. Pickard can take any room in his city and run it a year successfully without inflicting physical pain. I know many men and women who can do the same, but alas! they are few in number compared to the seventy thousand teachers in our land. We cannot procure enough teachers of this kind, at least we never have, and humanity is much the same, as time passes.

These are notes from a seeker for truth, not from a critic. Let us have light. Tell us, St. Louis, Boston, Cincinnati, Aurora, Decatur, etc., tell us ye normal schools, what are the facts in your experience, and why don't *you too* abolish corporal punishment in school? AARON GOVE.

DENVER, Col, March 10, 1875.

QUALIFICATION OF SCHOOL OFFICERS.

The fact that the emoluments of an office are small, or that it comes to the possessor because no one else would willingly accept it, is, no doubt, considered by many, sufficient reason for not complying with every qualification demanded.

One of this class of officers is that of school director, or member of a school board. And, for indifference in discharge of his duties, the average director is probably unexcelled by any other officer with whom the SCHOOLMASTER'S readers ever come in contact.

Such an official seems to regard his election as a call to the discharge of duties of little importance and responsibility, and requiring of him no special preparation, or qualification. How erroneous the conclusion need not be shown. But this indifference on the part of school officers is no doubt the greatest obstacle to the success of our public schools.

There is, however, one qualification which is required in order that directors and members of school boards may legally perform their official duties, and which seems almost totally disregarded. Section 24, article V, of the Constitution of Illinois, defines an office; and the following section contains the oath, or affirmation, which "all civil officers, except members of the General Assembly, and such inferior officers as may be by law exempted, shall take and subscribe before entering upon the duties of their respective offices."

The directors will here say,—“Of course we are exempted!” Perhaps. And to show how much doubt pertains to it, I quote as follows from a note from the Attorney General, dated at Springfield, March 13, 1875.

"I am not aware of any provision in the statutes exempting school directors from taking the constitutional oath of office. I am, therefore, of the opinion that they should take the oath prescribed in the constitution.

JAS. K. EDSALL.

Atty. Gen., Ill."

And from a letter from the State Sup't of Public Instruction, dated Springfield, March 16, 1875.

"It is clearly the duty, by the Constitution and Laws, of school officers to take the oath of office prescribed in Sec. 25, Art V, of the Constitution. It was so held by my predecessor, and I know no law to justify a change from his opinion.

S. M. ETTER,

Sup't Pub. Instruction."

The attention of the writer was called to the matter a year ago; and being curious to know to what extent the requirement was complied with, while traveling through the southern part of the State, on business connected with school matters, he put to at least one hundred school directors the question, "Has your board taken the constitutional oath of office?" Answering affirmatively, were the directors of one township and two separate school boards only. In view of this showing, how many school boards have we, probably, who are legally authorized to act?

HOWARD.

MATHEMATICAL CORNER.

We have received several solutions to S. Y. G.'s problem in our December number; but owing to the press of matter, the "corner" has been crowded out several times. D. C. of Weldon, Ill., gives the neatest solution, which is substantially as given below. We repeat the problem, as so long a time has passed since it was first given.

Problem.—Required the length of a cylinder 3 inches in diameter, which shall be equivalent to the frustum of a cone 10 inches long, 2 inches in diameter at the smaller end, and 4 inches in diameter at the base?

Solution.—Let $R = 3.1416$, the ratio usually expressed by the Greek letter π , then

$$\text{Area of greater base of frustum} = 4 R.$$

$$\text{" " less " " " " } = 1 R.$$

$$\therefore \text{" mean " " " " } = 2 R.$$

$$\text{Solid contents of frustum} = 7 R \times \frac{10}{3} = \frac{70}{3} R.$$

$$\text{Area of base of cylinder} = \frac{9}{4} R; \text{ hence,}$$

$$\text{Height of cylinder} = \frac{70}{3} R \div \frac{9}{4} R = 10.3703 \text{ inches.}$$

Correct solutions were also given by C. D. of Marine, Ill., and H. E. J. M.'s result is slightly wrong, and J. A. W.'s is far from correct.

New Problems.

1. An iron sphere is heated and burned into an *equal* wooden sphere until its circumference just touches the center of the wooden sphere. What part of the wooden sphere is burned away? A. A.

2. Let $x = a$; multiply each member by a , and $ax = a^2$; subtract x^2 from each member, and $ax - x^2 = a^2 - x^2$; divide both members by $a - x$, and $x = a + x$, whence $1 = 2$. Required an explanation of this absurd result. D. C.

(All problems should be accompanied by the proposer's solution, unless the question is asked for information. In such a case, let that fact be stated.—ED. SCHOOLMASTER.)

EDITORS' DEPARTMENT.

We present in this number the first of a series of articles on drawing. This work has stood the test of the school-room and may be begun confidently. The lessons are so simple that any one who is entitled to the name of teacher, can use them successfully. Many have hesitated to begin because of the imagined difficulty of the subject. We think a careful perusal of this article will disabuse the minds of such, and they will at once give the work its proper place in their course of study.

The non-appearance of the Southern Normal article in the February number, was due to the fact that the copy was in some way lost after it had reached us. Our excellent correspondent performed his part of the work and we were responsible for the rest. We hope such an accident may not again occur.

It was our good fortune to be present at the recent Inter-County Institute at Danville. We think the meeting may be accounted a success in a good many senses. The attendance was large, and the exercises were all good, and some exceedingly good.

The effect of so enthusiastic a meeting, cannot but be beneficial to the educational interests in that part of the state. The next meeting will be held in Paris, in June.

Danville has a fine building, centrally located, and employs about thirty teachers. We heard only good words of Mr. Parker and his work.

A correspondent of the *Boston Traveler*, writing from Cassel, gives some facts concerning a Prince of the highest rank in Germany. We think the story indicates so much good sense in the boy's father and grandfather, besides an encouraging amount in himself, that it is worth repeating.

Frederic William, the Crown Prince's oldest son, is now in Cassel. He was born in the year 1859, and was named Frederic William Victor Albert. His titles of honor are as yet few. He is Corporal of the Royal Guard, as was formerly Frederic the Great. The Emperor of Russia has likewise extended him a compliment by appointing him Sergeant in His Majesty's Imperial Guard, but as yet he has buckled on his sword for neither. His father and grandfather, both believing that a little fundamental education is essential before he commences to handle guns, play with cannons, or drill boy companies, have seen fit to exile him from the German capital to Cassel, where, in company with a physician to look after his health, and a Lieutenant to train his steps, he is at present passing his time. He attends the common school with the other boys of the town, and is following the preparatory course for entering the university.

Being a Prince and grandson of the Emperor of the Germans, we should naturally think him to be surrounded by luxury and refinement, but such is not his life. His own remark is enough: "My grandfather sleeps on an iron bed, so can I;" and so he does. His life is simple. Every morning he takes his ride, accompanied by his faithful attendant, the Lieutenant. He enters the school with the other boys, sits on the same benches, and expounds the various passages from Cæsar's Commentaries in his turn. His hours for labor and leisure are well marked out, so that his mental and physical trainings will keep pace with each other. Toward evening he mounts his horse for a run through the fields, and whenever any historical play is given at the theater, he is said to be present.

In the report of the doings of the Illinois Legislature for March 5th, we read:

"The House Committee on Education reported unfavorably on the bill providing for a uniform series of text-books, and the bill prohibiting the reading of the Bible in the public schools. Both were tabled." Good! They should have been put *under* the table, not on it; and this proceeding would be the proper one for most of the bills offered, especially on Education. From the correspondent of the *Chicago Tribune*, we learn that the first of these bills was offered by Mr. Moore of Bureau; that it constituted the Superintendent of Public Instruction, and the President and Professors of the State Normal University, a Board to prepare a series of text-books; that all school-officers in the State should be obliged to enforce the use of these books in the schools; that, pending the preparation of these books, the same Board should prescribe books to be used in the schools, and any Superintendent failing to adopt such books, should be subject to fine. We have only to suggest here, that the members of such a Board, if they didn't happen to be troubled with that thing called a conscience, might have made a "nice plum" out of it. Happily, we shall probably hear no more of the foolish project. With our present law, forbidding a change of books oftener than once in four years, the matter is just as it ought to be; that is, the power to prescribe text books is wholly in the hands of the local boards. Now, competition among the publishers is unrestricted; it ought always to remain so. The question of the reading of the Bible in schools, is in just the condition it ought always to be, so far as the law is concerned. Each local board is fully competent to decide the question for itself. There let the power remain.

We learn that several other bills, about as wise as the above mentioned, have met a similar fate at the same hands. All honor to the Committee on Education! We hope they will strangle the monstrosities as fast as they are offered. There is no subject that your unfledged legislator understands so

thoroughly as that of the public schools. In his becoming modesty, he may have doubts about his fitness to deal with dog-laws or game-laws; he may not be sure that he has fully mastered the finance question or the railroad question; but he knows that what he does not fully comprehend about schools, is not worth knowing. The result is, that the attempts to tinker our school-laws are constant; and too many of them succeed. It is a sad truth, that all the school-legislation in this State for the last five years, with very few exceptions, has been a mistake. Our school law is amended again and again, until very few can tell what it is, and the more it is amended, the worse it is. But this is likely to continue so long as pig-headed legislators are so sure that they know what the schools need better than those who are giving their whole time and thought to the subject.

We call attention to the article in this number, containing a more full exposition of the theory of *Discipulus* concerning the Tides. We do not see after a careful reading of it, that we have any cause to modify our own theory, some points of which we recently suggested; but we are glad to give room for free and honest discussion on any important topics that have a bearing on school-work.

By a report in the *Springfield Register*, we learn that some one in Cairo has referred the following question to our State Superintendent for his decision: "Has a county Superintendent, while holding his office as the head of the public schools, either the moral or the legal right to teach an avowedly sectarian private school?" Mr. Etter's reply substantially contains two points: 1st, as matters are in this State, county Superintendents must do something aside from their office to earn a living. 2nd, they have a perfect moral and legal right to make teaching in a sectarian school their extra business, so long as they neither neglect the duties of their office, nor carry anything sectarian into their official acts." It strikes us, that this reply accords with good sense and good law.

A bill is pending before our State Legislature, to change the management of the Normal Schools and the Industrial University. It is proposed to put them all under the control of one body, to be called a Board of Education. This Board is to consist of ten members, to be appointed by the Governor and confirmed by the Senate. Three members are to be appointed from each of the three grand judicial divisions of the State; and the President of the State Agricultural Society is to be a member, *ex officio*. The State Superintendent is to be Secretary of the Board. Each institution is to have a treasurer, chosen by the Board, but he shall not be a member of the Board, nor an officer in any one of the institutions. The Board is to hold meetings at least once every quarter, but its members shall receive no pay except the return of their expenses. If this law passes, all members of the Normal Schools must sign an agreement to teach three years in the schools of the State; otherwise, they shall pay tuition fees. Also, for three years after leaving the school, they must report to the President in April and October of each year.

It seems to us eminently proper, that the three educational institutions of the State should be under one management; but we should prefer to see the men, on whom this important work is devolved, paid a fair compensation for their services. We hold that it is a good principle everywhere, to pay fair wages for all service, and then demand that that service shall be of the best kind. We learn that Supt. Etter favors the bill, and that it is quite likely to pass.

THE STATE SCHOOL-TAX —The principle that underlies the American system of popular education is, "The duty of the *State* to provide for the education of all the children of the *State* by taxing every man in proportion to his property." If this foundation principle is not sound, the whole superstructure erected upon it is liable to be overthrown—nay, ought to be overthrown. But we believe that it is sound; and so believes every State in this Republic to day, as is attested by the provisions of their respective Constitutions and laws in respect to education. To attack this principle is, therefore, to assail the fundamental political doctrine of free schools in this country.

The above is the first paragraph of a long and able editorial, in the *State Journal*, for March 17th. We regret that our space will not allow larger quotations from it. But the key-note is struck, and well struck, in what we have given. Our present system grows logically out of the *principle* here quoted. If that principle is not sound, then we must give up the public schools, and trust the education of each child to the means and disposition of its parents. The argument that some counties pay more than they receive, weighs nothing; or, if this is a hardship or injustice, then on the same ground it is unjust to compel *any person* to pay more than is spent in the education of his own children. Wealth in property attended by poverty in children, must operate against the pocket under any law framed in accordance with our fundamental principle.

Again, unless the State support the schools, at least in part, how shall it have any right to control them; in short, how can we have any State system of schools? But how shall the State collect any tax on any other basis than that of property to be assessed? And, if any State fund is to be devoted to a certain purpose, how can it be justly distributed, except in proportion to the needs? In this case the need is proportioned to the number of children to be taught.

Any essential departure from our present method of raising and distributing school funds would surely be a violation of the first principle of free education; it would be a back-step, and if not speedily retraced would surely be followed by others. In these days, it becomes all friends of free schools to be wary, vigilant and immovably tenacious of first principles; we have enemies, they are both cunning and *determined*.

While much has been written and said respecting corporal punishment in schools, little attention has been paid to a matter which in some respects is more pernicious, it seems to us, than the occasional use of the rod. We refer to the excessive kindness (?) of some teachers. The tones of the voice are modulated to sounds of melting tenderness; the inflections are of that circumflex kind which betrays unsounded depths of affection; every request is so beseeching in its tone that the child must be a stony-hearted wretch

who would refuse ; in short, the teacher is guilty of an affected mannerism which is little short of disgusting. The objections to this vice are numerous and serious.

In the first place, its effects upon the teacher are deplorable, since few feel the gushing affection which the manner implies; and a lie acted is as bad as a lie spoken. Persons who have fallen into this habit do not always succeed in leaving it in their school-rooms, and society is sometimes encouragingly patted on the head in the same way.

The effect is equally bad on the pupils. The little ones may be imposed upon for a time, but "murder will out," and the sweet inflections will lose their power after a while. Such relations between teacher and pupil are unnatural and render discipline a dangerous and delicate task ; it amounts to a personal difficulty.

But this is not all. This hot-house nurture is not the preparation one needs to meet the experiences of life. It is no kindness to a child to shield him from every hardship, and step in between every violated law and its penalty.

The teacher should be natural in manner, and should treat the children as she treats others—sensibly. There are better ways of showing interest in them than by smiles and inflections and the patronizing air, which even teachers of adults sometimes assume, betrays a lack of ability to forget self, which is a confession of weakness and shallowness.

EDUCATIONAL INTELLIGENCE.

ILLINOIS.—*McLean County*.—Sup't. Hull held a local Institute at Stanford in January. He has now begun a series of monthly institutes at his office in Bloomington. The first was held in February, and was attended by about 40 teachers.

Woodford County.—El Paso Teachers' Association met Saturday, Feb. 27. Mr. Lakin was elected president, Mrs. Hoagland secretary. The minutes of the last meeting were read and adopted, and Mr. Evans proceeded to explain "Extraction of Roots." Various methods were presented by Prof. Lakin, Mr. Huffman and others. Prof. Cook of Normal, being present, a few remarks were made by him, in reference to the "ILLINOIS SCHOOLMASTER." The work for the afternoon commenced by Mr. Huffman, on Philosophy—topic Light, followed by Prof. Cook, who by request of the resident members, made some general remarks on Education, principally on Reading. After the report of committee on work for the next Institute, and an invitation from Mrs. Hoagland to the members,—for Friday evening, March 19th, at a Teachers' Sociable—the Institute adjourned until Saturday 20th of March.

Report of committee as follows: History,—W. J. Burnett; Essay,—Primary Teaching, by Miss Wheeler; Longitude and Time,—A. H. Burnett; Essay,—Teacher's Profession, Miss M. Wood; False Syntax, Construction of Sentences, T. T. James.

B. B. LAKIN, }
T. T. JAMES, } *Committee.*
J. E. EVANS, }

REPORT OF ATTENDANCE FOR FEBRUARY 1875.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor tardy.	SUPERINTENDENTS.
Chicago.....	36 614	19	34 057	31 188	91-6	8 242	.....	J. L. Pickard.
Hannibal, Mo.....	1 811	20	1 336	1 232	92	500	441	*G. W. Mason.
Belleville.....	1 063	20	.....	1 516	91	598	670	Henry Raab.
Decatur.....	1 476	20	1 348	1 237	91	435	448	E. A. Gastman.
Rock Island.....	1 462	20	1 331	1 198	90	157	267	J. F. Everett.
Denver, Col.....	1 332	20	1 169	1 051	90	536	391	Aaron Gove.
Elgin.....	1 048	20	975	881	91	540	263	C. F. Kimball.
Lincoln.....	959	20	770	634	89-3	.....	.....	L. T. Regan.
Warsaw.....	779	20	662	629	95	161	324	John T. Long.
Marshalltown, Iowa....	722	20	654	626	95-8	84	317	C. P. Rogers.
Macomb.....	673	20	639	590	92-4	102	272	J. G. Shedd.
Urbana.....	651	20	580	523	91	383	123	J. W. Hays.
Shelbyville.....	606	20	567	507	90	55	212	T. F. Dove.
Sycamore.....	551	20	508	450	88-2	146	109	Harry Moore.
Rochelle.....	479	20	370	340	92	35	154	P. R. Walker.
Du Quoin.....	399	22	355	319	89-8	204	62	John B. Ward.
Rushville.....	392	20	365	311	85	180	70	Jephthah Hobbs.
Petersburg.....	376	20	318	256	81	.....	.....	M. C. Connelly.
Lena.....	367	22	342	307	89-8	41	51	Harry A. Smith.
Warren.....	358	20	317	270	86	92	69	D. E. Garver.
South Belvidere.....	348	20	317	288	90-7	15	122	J. W. Gibson.
Marine.....	240	20	224	184	82	.....	71	Wm. E. Lehr.
Buda.....	199	20	183	169	92-5	148	61	J. N. Wilkinson.
Rockwood.....	75	22	65	64	98-9	162	13	James P. Easterly.

NOTICE.—These reports must reach us before the 16th of the month to insure publication.

*Principal High School.

Grundy County.—Teachers' Institute.—Two Sessions of this body will be held this Spring. One at Morris, beginning April 5th, and ending the 17th; the other at Gardner, commencing April 19th, and ending May 1st.

A Grade for the District Schools has been made and published. The Institute will be divided into the different Grades and Classes, and as far as possible will be worked as though in school. Visits will be made to the Primary Departments of the Morris Graded School, to witness the practical working of the grades in this school.

Prof. H. H. C. Miller, Principal of this School, will give what time he can spare to the work in the Institute. The object is to establish a system in the different schools of the county which will insure progress and enable the pupils to pass from one branch of study to another through the prescribed course. To do this will require a high degree of intelligence on the part of the instructors, and hard, thorough, and systematic work in the school-room. To aid in this is the object of the Institutes. I shall devote the months of May and June to the introduction of the system into the schools and to aid the teachers, where needed, in organizing the schools and setting them to work according to the Grade, when established by the Directors.

Teachers will be examined with special reference to this system, and when adopted by the school authorities, will be required to conduct their schools accordingly.

It is desirable that all those who wish to teach in the Summer Schools attend one or both of the Institutes.

Directors will do well to apply at the close of the Institutes for teachers.

Examinations will be held at Morris on the 16th and 17th of April, and at Gardner on the 30th of April and 1st of May, and not till then, except in case of urgent necessity

Institutes will be conducted by the County Superintendent with such aid as he may be able to employ.

JOHN HIGBY, *Co. Sup't.*

Sup't Higby has issued a pamphlet setting forth a proposed graded course of study, and programmes of exercises, for the schools of the county. It is not our purpose to commend or to criticise the pamphlet itself; we see many things in it to approve, and some that we think might be better. But, we wish to commend most heartily the movement itself. Care on the part of county superintendents, and co-operation on the part of the boards of directors, might unify and make much more efficient the work of the schools, in every county of the State. So far as we know, Grundy is the *pioneer* in this attempt; if there are mistakes in the plan now proposed, thought and experience will remedy them. Let other counties move in this matter until we have system instead of chaos in our common schools.

Editor SCHOOLMASTER.

Bureau County.—Institutes are held about once per month. That for March was at Buda on the 5th and 6th. A teachers' sociable after the lecture of the first evening was enjoyed as a means of forming acquaintances and creating professional enthusiasm. The attendance of teachers was large, including several from adjoining counties. The visit of Prof. Russell of Kewanee was especially appreciated. The work of the institute was practical and interesting. Some sharp discussions arose concerning the Bible in schools, but no good is likely to come of such disputes. The Bureau County newspapers deserve commendation for their kindness in promoting educational interest. W.

Morgan County.—The Morgan County Teachers' Association assembled in the office of County Superintendent March 6th, for the purpose of holding a regular session. The meeting was called to order promptly on time, ten o'clock A. M., by the President, Henry Higgins.

We present the following programme, as the exercises of the day :

Opening exercises.—Music—Quartette. Prayer by H. H. Williams. Reading of Secretary's report, by Mrs E. Lane. Select Reading, Mr. Bennet. Oration, Wm. Reaugh. Discussion.—Resolved, "That the sciences required by the laws of Illinois, should be taught in the district schools generally." Discussion opened by Miss L. Williams, and Mrs. E. Lane. Music—Quartette. "What I know about school-teaching," Prof. R. B. McIlhane, of Waverly High School. Lecture on Chemistry, Fred. Brown. Declamation, M. House. Query Box.

Report of condition of schools of Morgan County, by County Superintendent, Henry Higgins. Critic's report at close of session, by Miss L. Williams.

From the interest manifested by the teachers of Jacksonville, and the county generally, we feel prompted to pronounce our work a success. At this meeting, forty-six working members were present.

COMMITTEE

Knox County.—Miss West, the county superintendent, addresses the voters of the county, through the newspapers, urging upon them the importance of selecting the best men for school officers. The article fills a column and a half, and is full of thoughts that ought to have an influence at the polls. She says, at the beginning, "We have vague impressions that *somebody* in Washington or Springfield needs reforming; let us see if the work ought not to commence nearer home." We add a few of the closing words; they are just as good for other counties as for Knox.

I have spoken mainly of the material interests entrusted to school officers; infinitely higher than they are the interests which center around the ten thousand children in our public schools—*your* children who are there receiving the training which shall determine, in great measure, what kind of men and women they will make. In what consists the wealth of our

country, if not in its children? For how many bushels of corn or how many head of stock would you trade off these ten thousand children, or allow them to grow up ignorant or vicious? Are not the educational interests of our country its vital interests, and have they not a right to demand enough of your time and attention to secure for all offices connected with them, the services of faithful efficient persons—those having clear heads, kind hearts, good judgment, moral courage, "clear grit," wise forethought,—those not given to quarreling or shirking responsibility; in short, the very best the district or township affords?

We learn from a circular issued by the Educational Bureau at Washington, that certain action was taken at the late meeting of Superintendents, looking towards a thorough preparation for the Educational Department in the coming Centennial at Philadelphia.

A paper presented by Hon. J. P. Wickersham of Penn., commends the action taken one year ago, and proposes the appointment of an executive committee to carry out the whole matter. The paper was adopted; and Gen. John Eaton of Washington, J. P. Wickersham of Penn., J. D. Philbrick of Boston, Alonzo Abernethy of Iowa, and W. H. Ruffner of Va., were appointed as such committee. A part of this committee visited Philadelphia at once and held a conference with Hon. A. T. Goshorn, director general of the Centennial.

Resolutions were adopted by the superintendents, favoring the National Bureau of Education, asking for increased clerical force in that department, and praying Congress to make a reasonable appropriation to defray the expenses of the Educational department at the Centennial.

Great interest was given to the meeting by the presence and extended remarks of Baron von Schwarzh Senborn, the gentleman who had the general direction of the late Exposition at Vienna.

De Witt County.—We select the following items from the report for the year ending September 30th, 1874:

Number of school districts in county, 100; number sustaining schools less than five months, 1; total receipts from all sources, \$68,238.72; total expenditures for all purposes, \$61,055.08; average monthly wages to male teachers, \$49.96; to female teachers, \$33.71; total compensation to Superintendent, \$329.83; number of days' services rendered by Superintendent, 170; total number of first-grade certificates given during year, 24; of second-grade, 103; total number of persons between six and twenty-one in the county, 6,529; total number enrolled, 4,851; number between twelve and twenty-one unable to read and write, 13; average length of schools, six and one-half months, being two and three-fourth months less than the year before.

The Superintendent, Mary S. Welch, accompanies this report with some earnest words to parents and teachers.

A Teachers' Institute, or Drill, was held last summer at Clinton, lasting twenty days; fifty-two teachers were enrolled.

INTER-COUNTY INSTITUTE.—The Inter-County Institute noticed in our last number, met at Danville, March 5th. The sessions were held in the high-school room of the spacious school building. C. V. Guy, County Superintendent of Vermillion county, presented a paper on "Relation of Towns and Country Schools, and Teachers to each other." The incisive character of this paper, elicited much discussion; in the midst of which, our reporter arrived upon the ground. The programme announced an exercise by C. M. Taylor, of Georgetown, but we did not learn whether it was presented.

The evening exercises were opened by some excellent music. Mr. Lanning of Champaign, read a paper on "Does the system of education, as developed in the courses

of study and general administration of the government of the city graded schools, afford the best possible training to our boys and girls?" Mr. Failing of Kansas, followed in the discussion of the same. Miss Branch of Danville, presented a most excellent paper on 'The Model Primary School. Miss Parks of Georgetown, continued the discussion of the same subject. Mr. Harvey of Paris, discussed "The Modern Pupil."

The Institute assembled at 9 o'clock Saturday morning, and Mr. Hayes of Urbana, and Mr. Parker of Danville, gave papers on, Should the High School be retained in our Public School System?

These papers excited considerable discussion. The general conclusion seemed to be that the closing of the high school would destroy the unity of the system, remove one of the greatest incentives to good work in the lower grades, and materially interfere with the country schools, as many of their teachers are derived from that source.

The paper of Mr. Scovel, of Rantoul, however, was productive of the most warmth of any read during the session. The gentleman had the temerity to suggest that the scarcity of men in the upper grades is a serious mistake. He was responded to with more earnestness than logic, by Miss Hoff of Danville, and by a gentleman whose name we did not learn.

After an exercise in "capping the verse," conducted by Jonathan Piper, the Institute adjourned.

The exercises were earnest, radical, able. The attendance was excellent. The "missionaries" were out in force. O. S. Cook, Ethridge, Ely, Kissell and Piper, added no little to the interest of the occasion.

The officers elect are: *President*—Alfred Harvey, of Paris; *Vice Presidents*—S. L. Wilson, of Champaign county, J. K. Failing, of Edgar county, and C. V. Guy, of Vermillion county; *Secretary*—Ella Jenkins, of Georgetown, Illinois; *Treasurer*—C. M. Taylor, of Georgetown, Illinois; *For Executive Committee*—Alfred Harvey, Paris, J. W. Hayes, of Urbana, and C. J. Parker, of Danville.

ILLINOIS NORMAL.

As the term passes on, the number of students diminishes very fast. Most of those who leave are obliged to do so on account of the sickness of themselves or their friends, although several have left to teach. Numerous as the cases of sickness have been, but few have been really serious. We are pained to say, however, that one case has resulted in death. Miss S. Alice Hutton, an estimable young lady who entered the school last fall, died on March 4th, after a sickness of about eight days. Her disease was pneumonia. By her faithfulness as a student, and her amiable and ladylike deportment, she had endeared herself to her teachers and schoolmates. Short funeral services were held at the school-room on the morning of the 5th, and the remains were taken to Indiana. Below we give the resolutions respecting her death, as adopted by her Society.

WHEREAS, Death has taken from us our esteemed friend, Miss S. Alice Hutton, we, the members of the Wrightonian Society, do solemnly recognize this as an act of God's providence; and,

WHEREAS, At the time of her death she was Secretary of our society, and has ever been a faithful working member; and,

WHEREAS, By her kind and amiable disposition and unflinching pursuance of the right, she has won many ardent friends, and wielded an influence which death cannot obliterate; therefore be it

Resolved, That we, as a society, express our deep and sincere regrets for the loss of our worthy member.

Resolved, That her name and sacred memory shall be cherished by the members of our society.

Resolved, That we hereby tender to her relations and friends our heartfelt sympathies, believing as we do, that the record of a pure life will afford them consolation in their sad bereavement.

Resolved, That a copy of these resolutions be presented to the family of the deceased, and be sent for publication in the *Richmond Telegram*, the *Bloomington Pantagraph*, and *ILLINOIS SCHOOLMASTER*, and that they be placed on the records of our society.

S. B. WADEWORTH,
R. L. BARTON,
HATIE C. SMITH,
Committee.

The Societies have been quite prosperous this term. Next term their meetings will not be entirely public, as they have been thus far; no person will be admitted to the meetings without a ticket. This regulation has been adopted to prevent the frequent annoyance from roughs and rowdies.

The appropriation bill for the next two years has not yet passed the legislature. Present indications are, that it will pass soon, but perhaps so hampered that its total failure would work less injury to the Institution.

The weather during the entire winter, at Normal has been very severe; and at this time, March 20th, the ground is covered with deep snow. The "spelling school fever" has broken out here. A challenge from Bloomington to Normal to meet in a spelling match is now pending. The Normal Lecture Course was closed on Friday evening, March 12th, by a very successful Reading given by A. P. Burbank, of Chicago. In some of the selections, he showed much dramatic power. Mr. C. Dale Armstrong will read at the Baptist Church on the evening of March 31st.

This term will close on the 1st of April; and the next will begin on April 12th.

Mr. W. T. Crow will probably join the graduating class next term.

PERSONALS.—Dea. C. D. GOULD, for many years senior partner in the well-known Publishing House of Gould & Lincoln, and ROBERT S. DAVIS, head of the House of Robert S. Davis & Co., have both recently deceased.

Prof. J. M. B. SILL has just succeeded DEAN DOTY as Superintendent of Schools in Detroit.

President DANIEL C. GILMAN has resigned the Presidency of the University of California, to become President of a new University in Baltimore.

SOUTHERN ILLINOIS NORMAL.

The close of the holidays brought with it an accession to our number. The enrollment now reaches 190, and the almost certain indications are that the spring term will witness the registration of 300. The attendance thus far proves conclusively that this University is a needed institution in this part of the State. It was stated in a former article as an inducement to those desiring to attend a Normal School to come here, that the winters in this part of the State are mild. We know from experience that this is, in general, true, but the severe weather of the past three months convinces us that there are exceptions. The warmth of our building has been much increased by the construction of inner doors.

The members of the Zetetic Literary Society had a stirring debate upon the Civil-Rights Bill a short time since, and decided that it should become a law. The Senate of the United States took notice and governed themselves accordingly.

The second term will close on the 19th, instead of the 12th, as stated in the circular, and the third term consequently begins upon the 22d of March, instead of the 15th. This will better accommodate those who are now teaching and expect to attend the next term. We have been visited lately by the Senate and House committees of the Legislature, who spent several hours in attending recitations and examining the building. Before the students were dismissed they were assembled in assembly hall, and were addressed by members of the committees. All of the remarks were good. Some of the speeches were witty and humorous in the highest degree. Mr. Stewart of McLean, was especially funny. We think that, like Dr. Holmes, he should "never dare to be as funny as he can."

Prof. G. C. Ross, principal of public schools, delivered an astronomical lecture a short time ago, in Benton, the capital of Franklin county, which is highly spoken of by the local papers. Prof. Parkinson of the Normal, lectured upon Chemistry to the citizens of Marion. His lecture was accompanied by many experiments which were unusually interesting.

The health of the teachers and students has been good during the winter. Just now the mumps have been making havoc among the younger pupils, but otherwise we cannot complain.

S. A. Maxwell, who was forced to leave early in the term on account of failing health, and who, at one time was reported dead, we are glad to learn is to be with us again in the spring. Additions are being made frequently to our museum. Among them we notice a coon of a silvery white color, a catamount, and a gray eagle measuring nearly eight feet from tip to tip of wings.

An entertainment consisting of music, recitations, readings and debates, is to be given by the Zetetics in their hall, on Friday evening, March 19th. Their programme is a good one and they will undoubtedly be greeted by a large audience. The members of this society are determined that their first performance shall be worthy.

The term examinations begin on Wednesday and close on Friday, the 19th. As before, two days will be devoted to written, and one to oral, work.

The public schools of Carbondale, which under the superintendency of Prof. G. C. Ross, have been doing good work, will close for the school year on the 19th. Mr. Ross goes at once to take the chair of Natural Science, in Ewing College, in Franklin county.

Assembly hall is to be graced hereafter by the presence of our national bird, whose perch will be above the clock, so that his eagle eye can contemplate the deportment of an audience.

Applicants for admission to the Normal for the spring term are already thronging in. The outlook is very promising.

BOOK TABLE.

Sacred Dramas, by Rev. JAMES BOXER. Boston: LEE & SHEPARD. New York: LEE, SHEPARD & DILLINGHAM.

These dramas are three in number. Naaman the Syrian, The Finding of Moses, and Jephthah's Daughter. The first was written, as the author tells us, to control the dramatic taste of certain young friends. It received so cordial a greeting, that the others followed in obedience to the requests of many friends. Naaman the Syrian contains

four acts of three scenes each, has considerable historic sweep, and with suitable costumes, and appropriate scenery can be used with advantage by amateurs. It is decidedly the best of the three. The Finding of Moses is short, and does not possess sufficient breadth or fullness to entitle it to the name of drama. *Jephthah's Daughter* is much more pretentious than the preceding, and is worked out with some dramatic talent. The dialogue between Isaac and Benjamin, Act I., Scene I., smacks a little of the famous interview of Brutus and Cassius. The same Scene is marred by a couple of specimens of bad spelling, which can not be laid at the door of the compositor. The author seems to have a fondness for the word "wriggle". On p. 109 the desire of leadership is made to "wriggle forth", and on p. 128 "apprehension is made to wriggle through my brain." The simile may be original and unique, but it is not remarkable for its dignity.

We think these dramas will serve to call the attention of the young to a people of whom most of them know too little, and will give to the Old Testament history an air of reality and a degree of interest which it has lacked for many.

The Eclectic Historical Atlas; a hand-book for students and general readers. Price, \$1.50. WILSON, HINKLE & CO., New York; Cincinnati.

The maps contained in this atlas were first published as a part of Thalheimer's Manuals of History. There are nineteen of them including maps of Rome and Athens, and a view of the west side of the Acropolis. The mechanical work is of the highest order; the general appearance of the book, consequently, is pleasing. It is about five inches by eight and, therefore, of very convenient size. While not claiming to be especially minute, it is sufficiently so for the general reader and the ordinary student.

It will be sent by the publishers on receipt of price.

Teachers' Index to Magazines for March.—LITERATURE.—Forceythe Wilson. *Atlantic*; p. 332.

La Fontaine and his Fables. By Albert Rhodes. *Scribner*; p. 552.

Swinburne. By Edmund C. Stedman. *Scribner*; p. 585.

HISTORY.—An Escape from Siberia. (Illustrated.) *Lippincott*; p. 265.

Recollections of the Tuscan Court under Grand Duke Leopold. *Lippincott*; p. 370.

Virginia Campaign of John Brown. (Continued.) By F. B. Sanborn. *Atlantic*; p. 323.

History of Printing. (Illustrated.) *Harper*; p. 518.

Old-Time Spirits. (Salem Witchcraft.) *Galaxy*; p. 359.

BIOGRAPHY.—Last Journals of David Livingstone. (Illustrated.) *Harper*; p. 544.

ART.—Historical Portraits lately Exhibited in Paris. *Atlantic*; p. 257.

Canova and Napoleon. (A leaf from unwritten History.) *Galaxy*; p. 310.

GEOGRAPHY.—The Canons of the Colorado. By Maj. J. W. Powell. (Illustrated.) *Scribner*; p. 523.

The Isle of Man. (Illustrated.) *Harper's*; p. 457.

Australian Scenes and Adventures. (Illustrated.) *Lippincott*; p. 282.

Munich as a Pest City. *Lippincott*; p. 303.

Among the Blousards. *Lippincott*; p. 313.

Origin of the Name, America. *Atlantic*; p. 391.

Free Glances at Cuba. Life in Russia. *Appleton's Journal*, March 20th.

SCIENCE.—A State Survey for Massachusetts. *Atlantic*; p. 357.

Chameleons,—Their Habits and Color-Changes (Illustrated.) *Popular Science Monthly* ; p. 526.

English Observatories. *Popular Science Monthly* ; p. 530

The Atmosphere in Relation to Fog-Signaling. By Prof. Tyndall. (Illustrated.) *Popular Science Monthly* ; p. 541.

Biology for Young Beginners. By Sarah Hackett Stevenson. (Illustrated.) *Popular Science Monthly* ; p. 574.

Miscellany,—Origin of "Cold Snaps," "School Hygiene," etc. *Popular Science Monthly* ; p. 632.

EDUCATION.—Advantages of the Compulsory System as Administered in Prussia and Saxony. *Atlantic* ; p. 381.

The Sex-in-Education Controversy. (Editorial.) *Scribner* ; p. 633.

BUSINESS ITEMS.

Over thirty thousand copies of Sheldon's Readers were sold in New York city-schools last year, which fact speaks volumes in praise of the new series, and may well command the attention of all who are seeking excellence in this department of educational effort. These readers are published by Scribner, Armstrong & Co., New York, and are represented in this State by O. S. Cook, 136 State Str., Chicago.

Our readers will find in this number of THE SCHOOLMASTER, the advertisement of Child's Patent Folding Desk, manufactured by Hadley Bros. & Kane, Chicago. These gentlemen have won an enviable reputation for promptness and integrity. Make their acquaintance!

TREES! TREES!! TREES!!!—The Central Illinois Nursery, Normal, has for the Spring trade a full line of Nursery stock, including a supply of good, sound trees of all kinds, grown since the cold winter of 1872. During that winter all my stock was killed and I promptly burned it. *Plant no tree more than two years old.* Agents wanted. Teachers, whose winter-term has closed, can find paying business by addressing: James Worden, Normal, Ill.

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ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

MAY, 1875.

NUMBER 84.

DRAWING.

The preceding article closed with matter for a lesson on horizontal lines. The next topic to be considered is the bisection of lines.

In dividing a line, the pupil has an opportunity to make a comparison of the two parts, and he will more readily detect inaccuracies in this work than in the construction of lines of a given length.

The untrained eye and uncultivated judgment can give a more correct estimate of a short distance than of a long one; consequently, in copying a figure from the card or blackboard, the pupil will find it an advantage to use bisecting points, when deciding upon the proper proportions. Hence the work of bisecting lines is one of the helps to a correct estimate of distances.

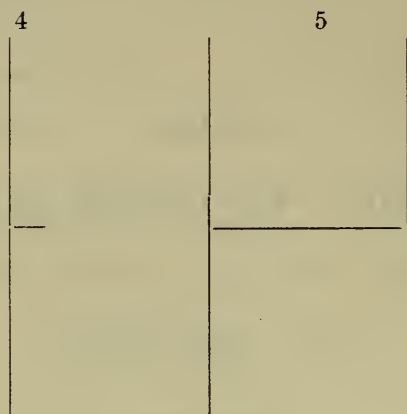
In this, as in preceding lessons, the pupil should be required to give close attention to all of the details of the work, should test its accuracy by the use of measures, and should correct errors when discovered. If teachers become careless and require but little, pupils will become inattentive and the lessons will be of no practical benefit.

V.

MATTER.

- 1st. Draw a vertical line two inches long.
- 2nd. Bisect as shown in Figure 4.
- 3rd. Teach the definition of *bisect*.
- 4th. Draw two vertical lines two inches long and one inch apart.

5th. Bisect each line and connect the bisecting points, as shown in Figure 5.



II.

PLAN.

Have the pupils take the same positions as required in the plan given for the work contained in I.

When the pupils are in order the teacher dictates as follows :

1st. Draw a vertical line two inches long, "one," "two," "three."
(Measures are applied and errors corrected as before.)

The teacher draws a vertical line upon the blackboard and requires a pupil to mark the center as shown in Figure 4. The class decide upon the accuracy of the work and prove by actual measurement. The pupils are led to state that the line is divided into two equal parts.

2nd. Divide the line upon your slate into two equal parts. (Pupils do as required and measures are applied.)

The teacher calls for hands of pupils who find the line divided into two equal parts. (The teacher now tells the class that there is one word which means to divide into two equal parts, gives the term bisect, and pupils spell and give the meaning.)

3rd. Draw a vertical line two inches long, "one," "two," "three."
(Pupils measure.)

4th. Bisect this line, "one."

Take measures and measure the upper half of the line.

The teacher examines the work and criticises closely.

After an examination of slates the measures are placed upon the desks. Continue this drill until pupils are able to bisect accurately.

The teacher dictates and pupils draw Figure 5.

1st. Draw a vertical line two inches long, "one," "two," "three."
(Pupils measure and correct errors.)

2nd. One inch to the right of this line draw another line of the same length, "one," "two," "three."

3rd. Bisect each line, "one," "two."

4th. Connect the bisecting points, "one," (as in Figure 5.)

Pupils take measures and measure,—(a) the distance between the lines, (b) the upper half of the line.

The work is examined by the teacher. (Insist upon correct positions and simultaneous movements.)

VI.

MATTER.

Repeat the work contained in V, substituting horizontal for vertical lines.

VII.

MATTER.

1st. Draw a vertical line two inches long.

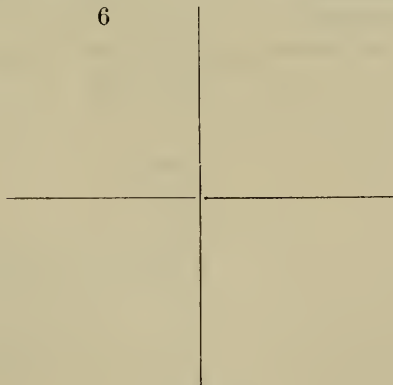
2nd. Bisect.

3rd. One inch to the left of the bisecting point make a point.

4th. One inch to the right of the bisecting point make a point.

5th. Connect the points forming a cross as shown in Figure 6.

6



VIII.

MATTER.

Repeat the work contained in VII, drawing the horizontal line first.

Pupils can do the work contained in V, VI, VII and VIII in about one week.

Lessons have now been given to pupils on vertical and horizontal lines two inches long, and on the bisection of lines, and it is supposed that they have been sufficiently drilled to be familiar with the work which has been given them.

The prudent teacher will be careful not to allow the work to be overdone. He will exercise the same care in this direction that he does to avoid slighting the work. As soon as one subject is exhausted, another should be introduced.

Lessons on lines four inches in length will be next in order. These exercises will produce freedom of movement, and will make a fresh call upon the judgment in estimating increased distances.

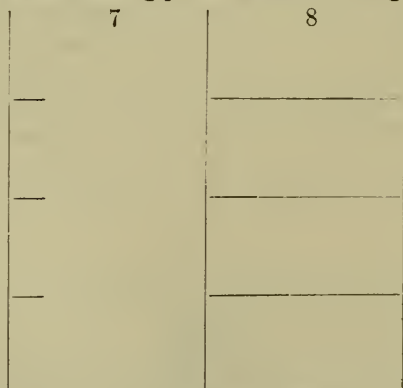
Lessons in I, II, III, IV, V, VI, VII and VIII should be repeated, making lines four inches long. From one to two weeks will be required to complete this work.

After sufficient practice in drawing lines four inches in length, do the following work :

IX.

MATTER.

- 1st. Draw one vertical line two inches long.
- 2nd. Bisect.
- 3rd. Bisect the parts as shown in Figure 7.
- 4th. Draw two vertical lines two inches long and one inch apart.
- 5th. Bisect each line.
- 6th. Bisect each part.
- 7th. Connect the bisecting points as shown in Figure 8.



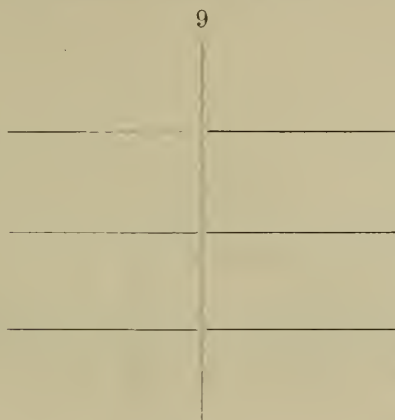
X.

MATTER.

Repeat the work contained in IX, substituting horizontal for vertical lines.

XI.
MATTER.

- 1st. Draw one vertical line two inches long.
- 2nd. Bisect.
- 3rd. Bisect the parts.
- 4th. One inch to the left of each bisecting point make a point.
- 5th. One inch to the right of each bisecting point make a point.
- 6th. Connect the points as shown in Figure 9.



XII.
MATTER.

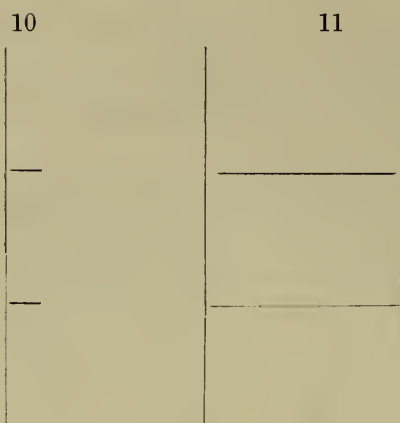
Draw one horizontal line two inches long, then proceed as in XI.

XIII.
MATTER.

- 1st. Draw one vertical line two inches long.
- 2nd. Trisect as shown in Figure 10.
- 3rd. Teach the definition of *trisect*.
- 4th. Draw two vertical lines two inches long and one inch apart.
- 5th. Trisect each line.
- 6th. Connect the trisecting points as shown in Figure 11.

XIV.
MATTER.

Repeat the work contained in XIII, substituting horizontal for vertical lines.

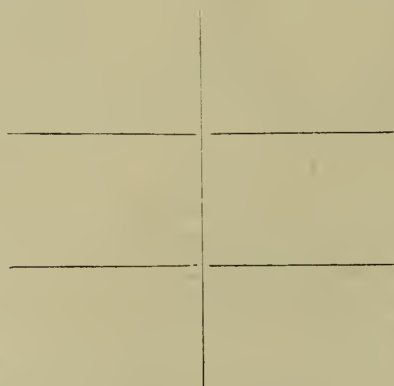


XV.

MATTER.

- 1st. Draw one vertical line two inches long.
- 2nd. Trisect.
- 3rd. One inch to the left of each trisecting point make a point.
- 4th. One inch to the right of each trisecting point make a point.
- 5th. Connect the points as shown in Figure 12.

12



XVI.

MATTER.

Repeat the work contained in XV, substituting horizontal for vertical lines.

The work contained in IX, X, XI, XII, XIII, XIV, XV and XVI can be accomplished in about two weeks.

Repeat this work, drawing lines four inches in length.

The work of trisecting lines will be found more difficult for pupils to master than that of bisecting them.

Practice in the preceding lessons however, will have developed the faculties to such an extent, that these difficulties will prove to be no obstacle to the progress of the child.

EMMA J. TODD.

TOO MUCH ARITHMETIC.

The boy enters school at six, and is put to counting, adding, multiplying and dividing, and kept at it year in and year out. Whatever else suffers, the arithmetic must be learned. At eight or ten the pupil is expected to master complex problems and analyze like a schoolmaster. It is sums mental, and sums written, written solutions and mental solutions, and mental exercises sandwiched between, till the child can't rest; as though there were no truth abroad in God's universe worthy the consideration of a pupil, or the condescension of a teacher, till proved at the end of a mathematical formula. No wonder that children leave school early!

So great a stress is put upon this branch that pupils are made to feel from the start that it is of paramount importance; that their promotion, their temporal and eternal welfare depend upon its mastery. Once in this broad road, they are pushed into work far beyond their years, and there, urged and goaded by teachers, and cheered by the oft-repeated proverb, "you can't git too much refmistic, so git enuff whiles your'e a *gittin*," they work away till swamped in difficulties, they turn their backs in disgust on school and schoolmasters, and seek the freedom of the world. We find pupils at ten, dabbling with problems in percentage, banking, square and cube root and their applications, trying to complete the subject, before they have developed common sense enough to comprehend what they are doing or why they are doing it.

I have heard it said "The youth hates study." This is false. The youth loves study; but he wants it in his *grade*. He *loves* study which is natural and in keeping with his mental development. He will never tire of study if you give him a fair field. Put it this way:—"The child hates logic," and you have a fact that will explain the restlessness, weariness and disgust which drive so many pupils from the school at an early age.

Teachers lament that pupils leave school so soon and complain that time enough is not given to educate them properly. "Tis true, and pity 'tis, 'tis true." But who blames the children? At the age when they ought to be inquiring into the structure and use of all natural and unnatural forms, animate and inanimate, asking questions that even schoolmasters can not answer, when they should be storing up facts as a foundation upon which they can forever build with pleasure and profit, they are set to work on mathematical abstractions, coaxed, threatened, driven, goaded, into investigation foreign to their nature and cravings.

But the devotees of this canonized R will not accept suggestions unless properly formularized with a *since* and a *therefore*. So, listen. No person without reflective faculties can become proficient in mathematics. The good Lord, not having been previously instructed by schoolmasters, has ordained that the reflective faculties of a child shall not develop into activity and power till he is about twelve years of age; therefore no child can become a mathematician.

Now, the experience of all teachers has proven that these premises are true. We have tried long enough to change the order of nature,—to prove that it can be done. While every other study adapted to children is crowded out, to make room for arithmetic, we fail to obtain respectable results, even in this branch. The reason is obvious. Is it not about time to *repent* of this, our folly?

A. HARVEY.

FAMOUS CLASSMATES.

The Rev. J. S. C. Abbott writes to the *Independent* as follows concerning the famous class in which he was graduated from Bowdoin College, in 1825: "George Cheever and I learned our alphabet together; Longfellow and I were classmates in school, fitting for college; Hawthorne is painted upon my mind's eye as silent, solitary, with melancholy mien, as he walked the college grounds; Jonathan Cilley, who might have been one of the greatest men in the nation, but who was early shot by Graves in a duel, at Washington, rises sadly before me. In the preceding class was Frank Pierce, with whom I have had many a tussle to see which should throw the other on the bed. Socially he was one of the most lovable of men, and his wife, Jane Appleton, the friend of my childhood, was certainly one of the most beautiful and accomplished of women. Pitt Fessenden, a ruddy boy of 17, was admitted by all to be the 'smartest' little fellow in the class. Calvin Stowe was the wit. You could generally tell where he was by the roars of laughter."

LEXINGTON—1775.

No maddening thirst of blood had they,
 No battle joy was theirs, who set
 Against the alien bayonet
 Their homespun breasts in that old day.

Their feet had trodden peaceful ways ;
 They loved not strife, they dreaded pain ;
 They saw not, what to us is plain,
 That God would make man's wrath his praise.

No seers were they, but simple men ;
 Its vast results the future hid ;
 The meaning of the work they did
 Was strange and dark and doubtful, then.

Swift, as their summons came, they left
 The plow mid-furrow standing still,
 The half-ground corn-grist in the mill,
 The spade in earth, the ax in cleft.

They went where duty seemed to call,
 They scarcely asked the reason why ;
 They only knew they could but die,
 And death was not the worst of all !

Of man for man the sacrifice,
 Unstained by blood save theirs, they gave.
 The flowers that blossomed from their grave
 Have sown themselves beneath all skies.

Their death-shot shook the feudal tower,
 And shattered slavery's chain as well ;
 On the sky's dome, as on a bell,
 Its echo struck the world's great hour.

That fateful echo is not dumb ;
 The nations listening to its sound
 Wait, from a century's vantage-ground,
 The holier triumphs yet to come,—

The bridal time of Law and Love,
 The gladness of the world's release,
 When, war-sick, at the foot of Peace
 The hawk shall nestle with the dove !—

The golden age of brotherhood
 Unknown to other rivalries
 Than of the mild humanities,
 And gracious interchange of good,

When closer strand shall lean to strand,
 Till meet, beneath saluting flags,
 The eagle of our mountain crags,
 The lion of our Motherland !

*HISTORY.

From a certain point of view, it is a matter of regret that history cannot be regarded as one of the exact sciences. *They* treat of laws which can be accurately proved, but in History, which is so fruitful in points of controversy, who shall decide what are facts? Circumstances do so very much alter cases. The searcher after truth longs for some historian endowed with superhuman intelligence, who, discarding all partisan views, shall succeed in giving to the world an impartial account of events. Such a one will indeed require more than mortal power, as, unfortunately, the archives of nations, which furnish the material for the annals of History, are not invariably trustworthy, contemporary accounts of the same event conveying different impressions. However, could such a work be written, it is doubtful whether it would find many readers, for the total lack of that sympathy with either side which results in partisanship, would seem unnatural, instead of supernatural. It is very disappointing to learn with such pleasure the entertaining stories relating to the early history of Rome, and then to be informed that they are either pure myths or at best mere allegories; though we contend that, in spite of evidence to the contrary, every lover of romance does believe that the fair Helen of Troy existed, and really made a great deal of trouble in the world. And who likes to have the faith of one's youth in the fascinating accounts of King Arthur and his gallant knights, ruthlessly destroyed? Far be it from us to discourage the correction of mistakes and the advancement of truth, though sometimes it does appear as if a malicious delight were found in refuting some time-honored tradition. We have consented to receive with great allowance, the stories of William Tell and Pocahontas, and even Joan of Arc finds some of her glory dimmed by these merciless iconoclasts. True, the wonderful book about George IV no longer creates a sensation, and good Queen Victoria may rest easy on her throne; but if it be proved that Shakespeare did not write Shakespeare, what honored idol shall we next behold thrown from its pedestal? Thank fortune we can still put faith in the Landing of the Pilgrims and the Declaration of Independence; no one has as yet pronounced them popular fallacies; but poor Columbus, as though he did not suffer enough while in the flesh, from the ignominy of doubt and disgrace, must now in the spirit have the glory of his discovery disputed by more than one nation. *Sic transit gloria mundi.* It makes a very decided difference in the opinion formed of the Stuarts, whether one's first impressions are obtained from Hume, with his Jacobite proclivities, or, from the great anti-Ja-

*Read at Cook County Principals' Association, March 13, 1875.

cobite Macaulay, who with his brilliant epigrams places that ill-starred family in a most lamentable light. After being taught to regard Henry VIII as almost if not quite a monster, at least as the Bluebeard of modern times, and Mary, Queen of Scots, as a beautiful persecuted innocent, those, who blindly follow the leadings of Mr. Froude, will regard bluff King Hal only as the unfortunate victim of circumstances, who, purely to serve the religious and political interests of his country, was obliged to make some rather sudden changes with regard to his conjugal relationships; while luckless Mary Stuart will be thought to have received not so very much more than a just punishment for her crimes and follies. To agree with each new authority, who gives to the world his impressions after studying archives and state papers never before submitted to inspection, one must indeed be a turncoat. Be it well understood that this is said in no spirit of disrespect to modern authors, who have devoted years to the praise-worthy endeavor to throw light on some obscure points. Who knows how many of us will be called upon to change our opinions with regard to some conspicuous characters, when the contents of Michael Angelo's four-hundred-year-old packet shall be given to the world? But to have their statements disproved has not been the melancholy fate of all historians. With Herodotus for instance, the contrary is sometimes the case, as some of his remarkable stories, which for years were discarded as simply fictions of his imagination, or at best as gross exaggerations, have been confirmed by more modern authorities. Would that the venerable father of history could know this, if disembodied spirits are susceptible to emotions of triumph. But, in spite of many instances to the contrary, there are plenty of well authenticated facts left for the student of history to deduce his ideas from, content in knowing that in all human probability his beliefs in that respect will remain undisturbed, and it is the opinion of some friends of education that it would be an improvement in the course of study pursued in public schools if it embraced more history. It is not enough to say that the pupils will read it after they leave school, for in the first place, the desultory information thus obtained will be twice as useful, if the mind is prepared for its reception by a clear general idea of the history of the most important nations of the world, thus forming a framework, which, when judiciously filled in with more minute details, and the comments and suggestions of good authorities, will give a complete and satisfactory knowledge of the subject; moreover a little thought reveals the fact, that the majority of even those who go through the highest grades do very little regular reading of that kind, and the public schools being *pro bono publico* in the broadest sense of that term, provision should be made for the improvement of the many who are obliged to leave school before, perhaps, even reaching the highest department; so by all means

let them have a thorough drill in history during their school course. In the lower departments, as soon as words of two syllables can be readily mastered, let the pupil use histories very simply arranged for that purpose, as prose readers. Every one knows what a charm it lends to a story for a child to be told that it is true, and any boy or girl would surely rather read of General Putnam's wild ride down the hundred steps, and Queen Matilda's romantic escapes, and the adventures of luckless little Prince Arthur, than the stories usually found in readers, about naughty boys who steal birds' nests, or do not tell the truth, or silly little girls who are vain of their fine clothes,--stories which are so excessively moral, and alas, so tiresome, too. True, disconnected stories and anecdotes are not history, except as they give us pictures of the times they represent, and make us realize the surroundings of the heroes and heroines, and thus enable us to appreciate their characters, and their motives, also the obstacles with which they were obliged to contend. The pupil unconsciously, and from lack of knowledge of the progress civilization has made, puts these historical personages into circumstances similar to those in which he is himself placed, or with which he may be somewhat acquainted. He may perhaps think of the Kings of our Saxon ancestors as being provided with well furnished libraries, and that then, as now, the idea of disgrace attached itself to neglected opportunities and consequent ignorance; in such a case would be found useful the anecdote of Queen Judith offering a book to Alfred and his brothers as a splendid reward for the toil of learning to read. Attractive as was the prize, Alfred alone had the energy to rise from the ignorance in which princes were then reared.

When a class has been taught to recite their lesson in their own language, it is sometimes quite amusing to hear their homely phrases. A scholar, meaning to relate that Mahomet's first converts were among his relatives, said, "Well, Mahomet's folks were all on his side," nevertheless, even such expressions are much better than formal phraseology, which may be meaningless. In the instance mentioned above, the boy himself knew what he meant, which after all is the main object, and in such cases the history lesson becomes a language lesson also.

The study under discussion should be introduced as early as possible into the school course, in order that the histories of all the principal nations of the world may be studied with sufficient time to ensure distinctness, instead of total confusion, of ideas. As Tylor hath it, "No more can he who understands but one religion, understand even that religion, than the man who knows but one language, can understand that language; no religion of man and lies in utter isolation from the rest, and the thoughts and principles of modern christianity are attached to intellectual clues which run back

through far-off ages to the very origin of human civilization, and perhaps even of human existence." So we say is it with history. The more lives of nations we know, the more perfectly can we comprehend the progress of those whose threads of existence are inextricably interwoven.

If the history of what man has accomplished in this world is the history of the great men who have worked here, then this study, pursued by taking the periods embraced in the biography of eminent characters whose very existence marks an epoch in the annals of the human race would more than in any other way direct the attention of the young towards the benefits to mankind, conferred by the exertions of single individuals. It would enforce the lesson that every one has a duty to the human race, though oftentimes that duty consists in staying at home, and quietly but persistently throwing one's influence on the side of right. Care should be taken to mark the difference between renown and real glory, between pre-eminence and true greatness.

Sir Isaac Newton and Martin Luther were greater men than *le grand monarque*, Louis XIV, with all his pomp and pride. Charles XII was without doubt a remarkable man, but he will best serve the purpose of a lighthouse, to warn ambitious mariners on life's sea, off the rocks, on which many otherwise brilliant careers have been wrecked—military glory, sought and loved for its own sake. But one such example seems enough for all time; well is it for the world that there have not been many like him.

Show that, though a virtuous and able ruler is undoubtedly a blessing to a country, still great good may be the result of the dominion of a bad or feeble man. The very greatness of their wrongs roused the barons to the bold step of extorting the Magna Charta, Palladium of English liberties, from the reluctant hand of John. Doubtless the crisis must have come soon, but it would have been postponed, and, perhaps, the power of wrong would have grown stronger under another sovereign like Richard, who would have touched the hearts and imaginations of the people by his romantic adventures, and would have won their admiration by his powers.

Let them see that patriotism is not always fighting for one's country. John Howard and Florence Nightingale did more for England, than if they had each stormed and taken a city. We, who have the training of the future great men and women of the land, need not be oppressed with the sense of our great responsibility, fearing we may mar a genius by a wrong direction of its powers, but may solace ourselves with the knowledge that geniuses are born, not made, and will assert themselves in spite of influences directly contrary to their natural bent. Not but what they may be much improved by judicious training. Peter of Russia was great in spite of the defects of his early education and the depraving influences to which he was exposed.

How much more of a blessing he might have been to his country had he received good training and wise counsel in his youth, human judgment cannot well estimate.

After the histories of the various important nations have been studied, details can be added, and a most profitable exercise derived from comparing the glowing enthusiastic style of Macaulay, so strongly partisan, with the calm dignified, dispassionate style of Prescott, and the elegant but still more cold writings of Robertson ; and by noticing that Gibbon is weakest where he attacks Christianity.

The fact that many points are subjects of discussion will stimulate the mind to research among other authorities, and such comparison will evidently strengthen the judgment and develop the reasoning faculties. Man is naturally inclined to the side of justice ; the difficulty is to ascertain which is that side, and this is the case more especially when the decision will not interfere with one's own interests.

Taking literally the assertion that "The noblest study of mankind is man," history certainly affords us unlimited opportunity to analyze all the motives of human nature, from the basest to the highest, to trace the progress of art, science and literature, the advancement of morality, to see reckless, selfish natures by the guidance of Providence, made the instruments of good to mankind ; and to see otherwise noble, but not well-balanced natures, brought to ruin by some one weak point. But if man had no sinful side to his nature, we should have no history, for what is it but a record of the fluctuating strife between the powers of good and evil, between right and wrong, happily with the average advantage on the side of right.

M. A. WAIT.

We have heard of a clergyman, we think it was Beecher, who was called upon to offer prayer on some public occasion : and, in the course of the prayer, he exclaimed, "O Lord, grant that we may not despise our rulers, and grant that they may not act so that we can't help it." If we may judge from the tone of the newspapers, the Legislature of Illinois that has just adjourned is past praying for, in this respect. But we are gratified that they did no more damage than they did. We believe they passed no law that has any important bearing on the schools, although several were proposed. This is next to the best thing they could do ; if they will not *help* us, we are glad to have them let us alone. We infer that our own Legislature did better in this respect than those of some of our neighboring States.

*THE USE AND ABUSE OF TEXT-BOOKS.

At a late hour in the preparation of the programme for this meeting, I was invited to reproduce an article on the "Use and Abuse of Text-Books," which I read before the Principals' Association of Cook County, a few days since. So recently returning from the educational fields of Nebraska, just in time to escape the pestilence that wasteth at noonday, I felt it illy appropriate that I should be asked to consume the time more properly belonging to larger brains and the more experienced educators of your State. It was not because of any particular merit in the article itself that I was asked to read it but because of the infinite importance that attaches to the subject, and because of the hope that an article read, might provoke a discussion which would go far toward correcting the abuses and improving the uses of the legion of text-books which flood the market, as the waters cover the sea. For this reason I consented to appear, and if, therefore, I shall fail to attract your attention, I hope you will all keep your powder dry, that when I am through, you may fire your guns, whose philosophical blasts shall entirely compensate for this "flash in the pan." The last fifty years have witnessed as many changes in the management of schools, their methods of discipline, systems of instruction, the quantity and quality of intellectual pabulum administered to children, as in any other department in the whole realm of intellectual advancement. These changes have been established, sometimes through silent, sometimes through stormy, revolutions; and as all great growths are gradual, so reforms in school management have fought their way slowly, but surely, against conservatism, old-fogyism, and a thousand and one old-time prejudices, which would still apply the rod teach the A, B, C method, scout the existence of High Schools, decry the languages, deride the arts as a means of discipline, and teach the children to regard the teacher as a tyrant, whose throne is a sceptred throne, whose power is absolute, and who wields the birch by the grace of God.

These reforms have been due to master spirits in the cause of education. Pestalozzi and his noble band of disciples, faithful and fervent as the Rhapsodists of the Homeric Age, have undermined the whole system of Primary and Intermediate Instruction; and while there are a few schools in the best cities of the United States which are standing on the new earth, under the new heavens, and making faithful progress, the rank and file are

*Read before the Illinois State Teachers' Association, December, 1874, by Prof. A. F. Nightingale.

still moving amid the chaos of these educational earthquakes, and await master hands to guide them into more excellent ways. That our present theories are good, nearly all will readily admit; but that they are largely misunderstood, and in their practical use are fearfully mutilated, all will willingly acknowledge. We have some wheat we have an abundance of tares. To sow good seed everywhere is one of the objects of an association like this. On the subject of text-books public opinion is still divided. There are those who would dispense with them altogether, and rely on the lecture-system pure and simple. The arguments of such men may be sincere but not wise; radical but not rational.

Solomon's temple was built without the sound of hammer; but it stands unique and alone. No other structure, whether in the physical, the intellectual, or moral world, was ever erected without the faithful and persistent application of appropriate utensils. Man's brain and man's brawn are the first causes, finitely speaking, which underlie all progress, all culture; but these without the voice to speak, the pen to write, the press to print; these without steam to be manipulated, the treasures of the earth to be disemboweled, God's lightning to be controlled, would be useless.

In all departments of art, science and literature, the artisan, the mechanic and the author, all need tools to work with that thought may be effective.

“As unto the bow the cord is,
So unto the man is woman,
.....Useless each without the other.”

So in school matters,—text-books, apparatus, and all the paraphernalia of an educational work-shop are as essential to the highest success, as is the teacher who is to manipulate these tools, or the pupils upon whom they are to be manipulated.

The products of a carboniferous age are in the earth in a certain peculiar and somewhat heterogeneous state, and it needs the application of science and the invention of appropriate machinery to develop, to bring to the surface, to separate and utilize these products, for man's consumption. So the Infinite architect has placed in every child's brain the germ of intellectual culture, which is to be developed, disciplined, educated, not by the teacher alone, but by a happy combination of the teacher's guiding, restraining, constraining, controlling power, and the application of the child's mind to philosophically arranged text-books, suited to his age and growth.

While I am radically and irrevocably opposed to the present outrageous abuse of text-books, good, bad and indifferent, in the hands of unskilled teachers, which every city, county and town, (perhaps I ought to except Chicago), is cursed with, yet I would not dispense with them altogether.

Bad as some of them are, *I believe they will average with the teachers that use them.* "It is not in our stars but in ourselves that we are underlings." Failure in the school-room is not attributable so much to poor text-books, as to poor teachers who cannot distinguish between chaff and wheat, or if they can, still persist in cramming the indigestible mixture down the child's throat, until after a while all the faculties of the mind, except memory, become discouraged, disheartened, benumbed and fall asleep, while memory is goaded and lashed, and chastised and spurred on, driven at a break-neck, hap-hazard pace, "by the whips and scorpions" of senseless teachers, until at last the child becomes an intellectual dwarf, or a walking cyclopedia, going up and down the earth with indefinite aims and toward unfruitful ends. That this is not true of those who adorn the profession, and their name is legion, all will admit; that it is emphatically true of those who, through the influence of piety, poverty or politics, are endured in our schools, none will deny. Kinder-Garten culture should precede for two or three years the introduction of those primary-school methods which largely obtain in our country. The child from the age of three to seven needs no books to study; they are instruments of *torture* rather than of *training* through this period (Mill and Milton to the contrary, notwithstanding). The child is born an observant being. Nature develops these faculties first: and our schools should be planned on this basis, so that by the earliest discipline of the observing powers, the infant mind may be prepared for the easier and more rapid development of those other faculties which deal with abstruse subjects. The expense which would attend the universal attachment of Kinder-Garten schools to our public-school system, would prove the highest economy in the more rapid and systematic development of mind in the later years of school culture, and I trust we are living in the dawn of that day, when they will be the pride of every mother, the boast of every town. When the child has attained to such culture, his mind becomes sufficiently active and skillful to demand something tangible to use, to look at, to read, to study, not as the be-all and end-all of his work, but as a complement to it, an aid in it, a sort of suggestive machine, by which the thoughts of the book give rise to thoughts in the brain, both of which are to be fashioned and systematized by the teacher, who is text-book over all. Now what is the office of the text-book? What is the office of the teacher?

Are our public schools accomplishing all they ought? I am going to look upon the darker side of this picture: I am going to cast blame where I think the blame belongs; not because there is no bright side: not because our schools are not accomplishing a glorious work,—far from it! To our public schools we must ever look for the maintenance of republican

principles, and the supremacy and permanency of popular government. The children of liberty must all be rocked in her cradle, and her cradle is the public school. That our schools are infinitely superior to what they were twenty years ago, their bitterest enemies will acknowledge; that they are far from being what they ought to be consistent with money expended and material furnished, their most sanguine friends must admit.

Many condemn the text-books now in use and think them the secret of a want of success in our school system. I cannot appreciate this reasoning. I readily admit that it does seem as if some men who write text-books forget their philosophy, and are ambitious only to provide wares that will sell in a cheap market; whose motive seems to be to *pile money* into their own coffers, rather than to accumulate *mind* in the country; and I know that publishers send out an army of agents, panoplied in an armor, both *defensive and offensive*, which reaches from the brain to the pocket; agents who are wise as serpents, and harmless as—lions, going up and down the country seeking whom they may devour. But when the question is asked, "Are our text-books all bad?" I answer emphatically, no! Many of their authors are eminent; eminent teachers, eminent scholars, eminent philosophers. The argument that these men live in an atmosphere out of and above that of the child, where thought is rarified and metaphysical, is a false argument. These men have been practical teachers, successful teachers, sensible teachers. They have been in the school-room; they know its wants; they have taught children, they understand their capabilities; they have been and are students of mental philosophy; they know the subtle workings of this mystical power within, called mind; they can analyze its properties; they know the intellectual food in quality and quantity that the child needs through all the stages of its early and later developments. Our text-books, I say, are not all bad. If some are bad and some are good, why is it that both seem to share the same fate? Why is it that pupils studying the poor text-books seem to progress about as well as those who study the best ones? I cannot answer all these questions as fully as I would in the narrow scope of one article, but I tell you, fellow teachers, it is we that are lacking; our minds are undeveloped, undisciplined, unskilled. It is we that cannot read the workings of the child's inner consciousness, and adapt means to ends. We may chisel a life-time upon a block of marble, and we shall only *hack, hack, hack*, and nothing more; but a Phidias will find the angel in the stone and bring it out. Our text-books are only blocks of marble, furnished from those grand old quarries which have given us some of our best philosophy, our highest art, our most advanced science—this marble, cold and stolid in itself, is to be chiseled and sculptured by the practical,

skilled teacher, until the angel that is in it shall stand out and stretch her hands of benediction over the inspired child.

In point of discipline, the teacher is *in loco parentis*, but in point of instruction the text-book is NOT *in loco praeceptoris*. If it were, what need of teachers, and schools and school-houses? Why all this lavish expenditure of the people's money? It costs more to support the public schools of the nation than anything else, except its drunkards.

Why not furnish each parent with a pile of text-books, and let him set his child down and measure off the lessons by the inch, the foot or the yard, and tell him to learn them. Will he, whatever his application, become educated, developed, disciplined? Oh, no! Neither will he be, when sent to school, if the teacher becomes lost in the text-books. The text-book *per se* has little of life, little of inspiration, little of attraction in it. It must be culled, pruned, ornamented, beautified, explained, clothed with flesh and blood by the teacher. It is a mere skeleton, dry bones, without form or comeliness, until the spirit of an inspired teacher is breathed upon it. To remedy these defects, not defects in the text-books, but in the instruction, certain teachers, practical and successful themselves, have sought to make others so by publishing text-books containing their plans, methods, illustrations: text-books, in fact, furnishing the precise language which teachers should use in the school-room. Such authors have unwisely supposed that because success followed these methods in their school, that they were to revolutionize entirely the instruction in this department by throwing out their methods and their exact language in the form of a text-book. But how insipid such books are in the hands of pupils, and how utterly impossible it is for one teacher to use the precise methods, the same anecdotes, the identical language of another in the school-room. These methods may be almost perfect, so far as the author is concerned, but when used by him, they were original, they came from his brain, his mouth, his eyes, face, not from a book; and when they are transcribed upon the cold page of a text-book for others to use, and especially for pupils, they prove to be purgatives rather than tonics. There is a number of such books now surfeiting the market, and which are unfortunately being introduced into our schools, books which read well and which are excellent for young and inexperienced teachers to consult as reference books, as reservoirs from which to take draughts before going into the school-room, but which are absolutely injurious and out of place in the hands of pupils. They are not, or should not be, intended for pupils, but only for those teachers who must have some substitute for their own mental deficiencies. What is the meaning of all these new departures? It is, to my mind, a fruitless and unphilo-

sophical attempt to make text-books that shall stand in the place of the teacher. It is an unwise and unholy plan to bolster up poor, inexperienced and unskilled teachers. Instead of going down to the foundation of things where the radical defect lies, and saying to every teacher; "*Unless you feel competent to teach this school, so far as mere instruction is concerned, without the aid of a single text-book, you cannot have the school*" we are trying to make text-books which shall at the same time serve the double purpose of furnishing instruction to both teacher and pupil. As well may we attempt to make "A fountain send forth at the same place sweet water and bitter." "Can the fig tree, my brethren bear olive berries? either a vine, figs? So can no fountain, both yield salt water and fresh." What is intellectual food for the young pupil is not the nourishment which teachers need. There is much to condemn in text-books, but much more to condemn in teaching. *There is much twaddle published, but more twaddle elected to teach it.* Teachers lose sight of the fact that the text-book is for the pupil, not for themselves. They have no business with a text-book during recitation. If as teachers we have not learned our lessons, and supplied ourselves with an abundance of material by way of illustration to make the subjects discussed impressive, practical, what right have we to exact lessons from the pupils? The school text book in arithmetic, geography, grammar, history, algebra, geometry, philosophy, zoology, botany, geology, chemistry, *et cetera*, should never be seen in the hands of the teachers during recitation. O! if this all pervading fault, this "sum of all villanies" in our schools, could be remedied to-morrow, what revolutions would take place in the name of education! What a rattling among the dry bones there would be! What decimations among teachers! How their ranks would be thinned! How the mid-night oil would be burned! How our high schools, our colleges, our normal schools, not as many of them are, but as they all ought to be, would be filled with earnest young men and women, determined to be educated before they attempted to educate, to be instructed before they attempted to instruct, to be disciplined before they attempted to produce it, to develop their own brains, before they attempted to be the architect of the brains of another generation; how foolish girls, calling themselves teachers, would cease courting the three f's, flirtation, frivolity and fashion, and study more assiduously the three old fashioned r's, "reading, riting and rithmetic," and how young men, instead of accepting positions at \$30 or \$40 per month which is just \$30 or \$40 more than they are worth, would struggle for an education, which would make salaries higher, and their work commensurate with their pay. The schools of St. Louis, (if I dare say anything in Chicago in praise of that city), already have such a regulation. I know not whether it is a dead letter, but it ought to be the most stringently enforced rule in the whole code of practical school laws.

(CONCLUDED NEXT MONTH.)

THE GRASSHOPPER VS. THE SCHOOLMASTER.

In all ages, schoolmasters have manifested a strange spite against insects, daily going forth and slaughtering them with nets, pins and bottles of cyanide, and teaching all mankind to go and do likewise. Out here in Kansas, the grasshopper is avenging the wrongs of his race

I am not going to tell the whole story of the *gryllus vastator* and the mischief he has wrought in Bleeding Kansas, but only to speak of his raid upon his relentless enemy, the schoolmaster.

The members of the Legislature from the "grasshopper districts" have had their own way during the session just closed. The state and county superintendency have been made special objects of attack. The latter is amended practically out of existence. The salary of this office in the most populous counties, can hardly exceed \$400.00 per annum; henceforth we may pronounce the office abolished.

The state institutions have been cut down to the lowest figures, in the matter of appropriations. The State University, with its faculty of seven or eight professors, receives ten thousand dollars to cover all salaries and incidentals. In the Emporia Normal School, the largest of the state institutions the reduction amounts to about twenty per cent. The State Agricultural College asked for \$26,000, and received \$6,000. Many common schools are suspended, and in others the salaries are diminished and terms shortened. Pedagogy is at a discount.

On the whole the grasshopper seems to have the best of it. A general migration of learned, but impecunious men toward the four points of the compass may be confidently looked for. Kansas will soon suffer from the vacuum caused by "the schoolmaster abroad." N.

OFFICIAL DEPARTMENT.

Q. A teacher engaged to teach a school for six months. He taught two months without a certificate; one was then issued to him and he completed the term of his contract. For what time is he entitled to pay? Ans. He can be paid for the time he taught *after* receiving the certificate. Allowing him to continue the school, after he became a qualified teacher, was equivalent to a contract.

Q. Can the offices of Township Treasurer and Collector both be held by the same person at the same time? Ans. No person should be the incumbent of two offices at the same time, the duties of which offices are in

conflict with each other, on the basis of sound business principles. If the same person held these two offices, by Sec. 45 of the act, as Treasurer, he would be required to make a demand on himself for the amount of tax to be levied for school purposes: as collector, he would pay the money to himself as treasurer, and receipt for the same as treasurer, to himself as collector. The conclusion is plain. The duties of the two offices cannot properly be discharged by the same person at the same time.

Q. Should school officers take the oath of office? Ans. Sec. 24, article 5, of the constitution of 1870, defines an office to be "A public position created by the constitution or law." Hence, a school director, a school trustee and treasurer are *public officers*. Sec. 25 Ibid., provides that "All civil officers * * except such as may be exempted by law, shall, before they enter on the duties of their respective offices, take and subscribe the following oath or affirmation," (form of oath is given.) School officers, directors, trustees, treasurers are, no where in the law, excepted from this constitutional provision. Hence the conclusion: *All school officers must take the oath of office.*

OWEN SCOTT, Supt. Schools,
Effingham County, Illinois.

DEAR SIR:—Your favor of recent date is before me. In answer to your question, "If a teacher has not a certificate at the time of making his contract, but obtains one before he commences to teach, has he complied with the law?"

I have the honor to say: A certificate is absolutely necessary, to enable a person to teach a public school in Illinois, according to law: but is not necessary to enable him to make a contract for teaching such school. Should a teacher, not having a certificate at the time of making contract, obtain one before actual teaching begins, the law is fulfilled. (See Sec. 50. 1st clause, School Law and Sec. 52, Ibid. Also, "Decisions," p. 238 Sec. 11.) In these the following language occurs, "No teacher can be employed to teach any school, under control of any board of directors of any school district, who does not, before his employment or commencement of his school, possess a certificate," &c.

This language plainly indicates that the import of the word "employed," in Sec. 52, is in the sense of actual work in teaching and not with reference to an agreement to teach.

S. M. ETTER State Supt. Schools.

MATHEMATICAL CORNER.

We have received several answers to the 1st problem in the April number, but postpone the publishing of any till our next.

2d PROBLEM, APRIL No.—It will be seen that the factor $\frac{1}{2}$ enters into one member of the equation. Since ϵ signifies a quantity inappreciably small, it follows that $\frac{1}{2}$ is entirely indeterminate: it may be 1 or 2, or any number. Whenever this factor enters into a calculation, it may vitiate the result: hence it should be guarded against.

Correct solutions were sent us by J. C. of Shiloh, J. W. S. of Bradford, and J. H. S. of Oneida.

Historical Query.—"The Second Continental Congress met, according to the provisions of the first, at Philadelphia, May 10, 1775. Peyton Randolph, President." *Goodrich's Pictorial History*, p. 197. "The Second Continental Congress convened in May, 1776. John Hancock, President." *The Same*, p. 207.

Will the SCHOOLMASTER tell us which to believe, if either, or both?

We understand that Mr. Randolph resigned the presidency of Congress soon after the assembling in May, 1775, and Mr. Hancock was chosen to that office.—[Ed. SCHOOLMASTER.]

EDITORS' DEPARTMENT.

Consolidation seems to be the fashion among the teachers' journals. The *Indiana School Journal* and the *Educationist* have united: all the force of both papers will continue on the new one. The *New York State Educational Journal* and the *School Bulletin* have joined in a similar way; and, in Ohio, *The Teacher* has absorbed *Holbrook's Journal*. We think the movement is a good one. Let us have fewer journals and better ones: and then let the teachers and friends of schools unite to give them a living support. For ourselves, however, we have nothing to complain of: the SCHOOLMASTER was never more prosperous than at this moment.

DEAR SCHOOLMASTER:—A book entitled *A New Treatise on the use of Globes*, by A. B. ISRAEL, published in St. Louis, is receiving the attention of school officers. Will the SCHOOLMASTER kindly examine the book and publish its merits for the good of the profession. Country directors especially have been swindled so often in these latter days by purchasing maps, stereoscopes, etc., etc., that it is proper for the SCHOOLMASTER to tell us of the good and the bad.

A SUBSCRIBER

We have not yet seen the book of which our correspondent speaks, and we know nothing about it, except that we have heard it said that it is a very cheap thing of about 50 pp., bound in most gorgeous style, and sold to schools for \$1.50. But, we do not believe there will be much effort made to circu-

late it in some parts of Illinois, where the remembrance of the author's work on *Sacred Geography* is still fresh. Our memory of that affair is such that we should say to school officers, on general principles, "Let alone, as hard as you can, any book or map that has A. B. Israel's name connected with it." We shall not charge the author of the "Treatise on Globes" anything for this advertisement.

In several primary schools, which we have visited of late, we have observed one requirement which strikes us as absurd and injurious in its effects. The children, in the supposed interest of good order, are required to walk on tiptoe with hands clasped behind their backs. A sorry figure they cut, too! The resulting gait would be grotesque if it were not painful to the observer. They hobble over the floor like a flock of lame crows, while the heels describe semi circles, in the air, around the toes. And all in the interest of good order! Imagine a gathering of ladies and gentlemen limping about the parlors of a hospitable host in that style! One of the duties of the primary teacher is to instruct her pupils in matters of grace and deportment. She makes a serious mistake, we think, who permits, much less enforces, such awkwardness. Walking should be a "flat-footed" performance. If we may argue design from construction, that is the evident purpose of the foot as at present constructed.

The position of the arms is little better, though not so injurious in its effect. They should hang by the side. That the pupils won't keep their hands in proper places is a poor reason for the strait-jacket; they should be taught to keep them there.

We are pleased to announce that arrangements have been made by Messrs. Gastman, Forbes and others, for a summer meeting of the School and College Association of Natural History, for the study of Botany and Zoology. The session will be held at Normal, commencing on the 14th of July and continuing until the 11th of August.

A systematic course of study has been arranged with sole reference to the needs of teachers. Instructors in special departments have been engaged, and very unusual facilities provided for detailed and thorough study.

Teachers not belonging to the Association will be admitted to the class on an equal footing with members: but, as the attendance must be limited to fifty, the applications of the latter will be considered first.

Full particulars may be had of E. A. Gastman, Decatur; C. C. Snyder, Freeport; or S. A. Forbes, Normal.

We notice the following telegram in a daily paper:

"The board of education (Detroit), last evening, reconsidered the action of the previous meeting providing for the teaching of German in the public schools, and adopted a report adverse to the introduction of either German or French."

Sensible board, say we. We see no reason why German should be taught in any of our public schools, except the High Schools. And the reason usually given for its introduction is to our mind precisely the strongest reason against it. It is often taken for granted that the presence of a large

number of German children in the schools is a good reason why that language should be taught; but, the fact is that those children are the very ones who do not need to be taught German, but do need special teaching in English. If we are to be one people, in any true sense, we must all have one language; and, if Germans or any other foreigners are not willing that their children should be taught, as other children are, in the language of the country they have sought for their own advantage, let them go back to a country where the teaching is chiefly in German. We want no foreign communities built up inside of our Republic. This ought to be plain to every American, but politicians are so anxious to secure the votes of those who have just passed through the mill that grinds out voters, that there is danger in this pandering to the prejudices of foreigners. Let us have done with all measures of legislation that tend in any way to hinder the blending of all our people into one, homogeneous, American Nation.

We learn that Prof. H. B. Norton of the Emporia Normal School, Kansas, has been elected to a position in the Normal School at San Jose, California. Mr. Norton is a graduate of the Illinois Normal, and is affectionately remembered by all early students. May good luck follow "the Sage" wherever he may carry his generous heart! The Illinois Normal has sent no better man from its walls.

We are informed that a movement is on foot to organize a school of Natural History in Peoria. Preparations are so far made, that it may be considered as a certainty, we understand. Information in respect to it may be obtained of S. H. White, Principal Peoria Co. Normal School, or Supt. J. E. Dow, Peoria.

We are in receipt of the following letter, which explains itself:

DEPARTMENT OF PUBLIC INSTRUCTION.

Springfield, Ill., April 13 1875.

This department will continue to make THE SCHOOLMASTER the official journal for all its opinions and decisions pertaining to school matters.

S. M. ETTER, Supt. Pub. Inst.

We shall soon publish a number of decisions of interest and importance to school officials and the public in general.


Hadley Brothers will move about the 1st of May to Nos. 63 and 65 Washington Street, on the site of the old Opera House. They will have one of the finest stores in Chicago.

Messrs. Scribner, Armstrong & Co., have left their old place, 654 Broadway, N. Y., and moved up the street into more commodious quarters at 743 and 745, opposite Astor place. The offices of *Scribner's Magazine* and *St. Nicholas* are changed accordingly.

EDUCATIONAL INTELLIGENCE.

REPORT OF ATTENDANCE FOR MARCH 1875.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor Tardy.	SUPERINTENDENTS.
Chicago,.....	36 527	20	33 974	31 650	93-1	6 719	.....	J. L. Pickard.
Quincy,.....	2 343	20	2 107	1 898	90	636	.....	T. W. Macfall.
Hannibal, Mo.....	1 860	20	1 301	1 210	93-8	318	551	*G. W. Mason.
Belleville,.....	1 631	21	.....	1 474	91	416	475	Henry Raab.
Decatur,.....	.....	.....	.....	.....	.....	.....	.....	E. A. Gastman.
Rock Island,.....	1 416	20	1 326	1 224	93	84	414	J. F. Everett.
Denver, Col.....	.....	.....	.....	.....	.....	.....	.....	Aaron Gove.
Elgin,.....	.....	.....	.....	.....	.....	.....	.....	C. F. Kimball.
Lincoln,.....	972	18	690	611	88-6	205	123	L. T. Regan.
Warsaw,.....	781	23	706	676	96	121	316	John T. Long.
Marshalltown, Iowa,...	712	20	648	618	95-4	90	231	C. P. Rogers.
Morris,.....	689	20	641	574	89-5	908	298	H. H. C. Miller.
Amboy,.....	659	22	545	460	84-4	.....	71	H. A. Smith.
Macomb,.....	652	20	613	572	93-3	64	290	J. G. Shedd.
Urbana,.....	639	20	563	513	91	281	100	J. W. Hays.
Shelbyville,.....	570	20	520	468	90	40	200	T. F. Dove.
Sycamore,.....	531	20	474	433	91-8	124	129	Harry Moore.
Rochelle,.....	480	20	356	340	95-4	41	163	P. R. Walker.
Du Quoin,.....	.....	.....	.....	.....	.....	.....	.....	John B. Ward.
Rushville,.....	368	15	345	295	88	120	87	Jephthah Hobbs.
South Belvidere,.....	364	.....	305	288	92-4	18	101	J. W. Gibson.
Petersburg,.....	373	23	335	292	88	.....	.....	M. C. Connelly.
Lena,.....	.....	.....	.....	.....	.....	.....	.....	Harry A. Smith.
Warren,.....	358	20	322	276	85-5	22	101	D. E. Garver.
Minonk,.....	354	22	315	296	94	216	71	Jas. Kirk.
Griggsville,.....	353	20	328	310	94-5	34	222	A. C. Cotton.
Summerfield,.....	221	22	221	141	87	.....	.....	Robt. A. Tyson.
Marine,.....	.....	.....	.....	.....	.....	.....	.....	Wm. E. Lehr.
Buda,.....	179	20	168	155	92	48	106	J. N. Wilkinson.
Rockwood,.....	69	22	61	56	91-5	98	16	James P. Easterly.

 NOTICE.—These reports must reach us before the 16th of the month to insure publication.

*Principal High School.

ILLINOIS.—*Peoria County*.—Institute work in Peoria County, is done in two regular divisions, viz : The winter season of "Saturday" Institutes, held on successive Saturdays, from November until March, and the Summer "Drill" Institute, in August, continuing four weeks.

The professional zeal and enthusiasm of the teachers, and the hearty interest of parents, have combined to make these "Saturday" meetings an acknowledged power in advancing educational interests in the county.

Last November the Superintendent notified the teachers that she would give an examination in Spelling, Penmanship and Arithmetic to all the schools of the county. In February she did so; topics were furnished the teachers, and careful directions given for conducting it. The results are highly gratifying, as an exhibit of excellence and neatness in spelling and penmanship, 120 schools out of 157 taking the examination, and 118 schools spelling the twenty-five words without a failure.

Some of the papers in arithmetic of course show fair talent, but as a whole, they are

silent but powerful witnesses to the fact that we attempt *too much* in teaching arithmetic *to do it well*. Is it not better for the child and the *man* to be able to add, subtract, multiply and divide *accurately* and to be complete master of *one* method of computing interest, than to *hurry* over these things for the sake of getting through the book? As an item of interest, the Superintendent calculated the time given to the examination, and found it took two weeks. We expect to have a Drill Institute in August, a programme of which will be furnished soon.

Woodford County.—A visit to the schools of Mionk, reveals the fact that Mr. Kirk is diligently laboring for the education of the youth of that town. By his courtesy THE SCHOOLMASTER was shown around and had an opportunity of seeing the work in two or three of the rooms. Mr. Loucks has charge of an intermediate school, on the West side, which he seemed to be managing with a considerable degree of skill. The children were kept busy and pushed their work along with considerable zeal.

One of the best intermediate schools it has been our fortune to see for many a day is under the directions of Miss Bennington, on the East side. The pupils are constantly employed and a degree of interest amounting to enthusiasm was observed. The last fifteen minutes of the morning session were devoted to rapid combinations of numbers in which the boys and girls engaged with much interest.

Time did not allow visits to the other departments.

The former superintendent having removed from the county, the Board of Supervisors appointed Mr. Kirk to fill the unexpired term. He is an *alumnus* of Eureka college and has youth, endurance and energy with which to perform his decidedly arduous duties.

Stark County.—An institute of three days' duration was held at Toulon during the last week in March. Mr. Boltwood of Princeton and Dr. Edwards of Normal assisted in its management. Mr. Boltwood is doing good service for the cause of education in his part of the State. He is an accurate and careful instructor, full of fact and force.

A new school house of generous dimensions is occupied for the first time this term. Mr. Matthews continues to occupy the position of principal,—a position which he has held for the last five years.

The County Supt., Mr. Abbott, is an old Bridgewater, (Mass.) student, having attended there in the days of Tillinghast and Edwards.

Mason County.—The following is what *The Mason City Independent* has to say of the schools in that town :

Our schools are not surpassed by any in Central Illinois, and the people pour out their money lavishly in their support. Our schools are graded into six departments and are under the supervision of eight teachers who, as practical educators, are fully up with the advanced progress of the age, and of course schools under such favorable circumstances must be prosperous, and highly gratifying to their patrons. The school building on the west side was erected several years ago at a cost of twenty thousand dollars, and is a handsome and commodious building containing six rooms. The old school building on the east side is still used, and two teachers are employed there. The total number of pupils enrolled is 462, of which 359 attend at the west side and 103 at the east side. The boundary of the school district extends beyond that of the corporation, but it is safe to say that one-fifth of the entire population of our city are enrolled as pupils of our schools. The fact shows a commendable interest of our people in the schools.

Edgar County.—The Spring session of the Teachers' Association, on the 22d—24th of March, was the most successful, in numbers and interest, ever held in the county. The time was occupied in class exercises, and the consideration of methods and reforms. Several excellent papers were read, the most notable of which was by Supt. Parker, of Danville, on "The Importance of Cultivating a Taste for Reading." Supt. Harvey, of Paris, presented a plan for grading and improving the work of country schools. County Supt. Cusick discussed "Teachers Qualifications," in an able and instructive way. Miss S. S. Gabriel, of Paris High School, gave a paper on "Women as Teachers," which was well received.

An encouraging feature of the meeting was the presence of directors and citizens, who participated freely in the discussions.

The following resolutions were adopted.

Resolved, 1st. That this session has been characterized by greater interest and better work than any heretofore held.

2d. That we, as teachers, will use our best endeavors to put in practice the suggestions here received.

3d. That the presence of directors and citizens has greatly contributed to the interest of this meeting and given us encouragement in our work.

4th. That much of the instruction now given in schools, especially to young pupils, and popularly regarded as practical, has been found by experience to be, for children, the most unpractical.

5th. That less attention should be given by very young pupils to the study of Geography and Arithmetic, and more attention to practical things.

6th. That we, as teachers, will cheerfully co-operate with directors in instituting reforms.

7th. That we believe that the interests of the schools would be greatly promoted, and the defects now existing corrected, by the establishment of more intimate relations among teachers, directors, and parents, and by consultation.

8th. That every teacher should be required by the directors to keep a record of the age, studies, scholarship, and attendance of each pupil, to be returned to the directors for the use of the next teacher in classifying his school.

Henderson County.—MR. EDITOR :—A word from Henderson County may not be wholly uninteresting to your readers, and entertaining this thought, I write you a word in regard to our Reunion held at Oquawka on the 12th inst.

There were in attendance 40 teachers, and the large Church of the M. E. Society was fairly filled in the P. M., and crowded in the evening with an attentive and appreciative audience.

Enclosed please find copy of programme. The only subjects passed were those assigned to Miss E. F. Wilson and W. K. Mitchell, those persons not being in attendance, and the fact that the other exercises were both interesting and would fully occupy all of the time, induced the association to omit them.

This is the second meeting of this kind during the present year, the first having been held at same place on the 1st of January last.

Those to whom work had been assigned and who were in attendance, came cheerfully and promptly forward with well prepared efforts, and did their work in a manner worthy of the interests involved and the profession represented.

We are now engaged in preparing for another similar meeting, to be holden on the last Friday in May at Razetta, and look forward to it with a full assurance of a large attendance and an enthusiastic and profitable association.

Our teachers are, in the main, manifesting an interest in the work they are doing, are anxious for more thorough preparation and consequent better results, and willing to do all they may for the cause of universal culture, and in opposition to wrong and ignorance. We will not particularize, and add only this comment, that all seem to bring to this, not simply best ability, but devotion and faith as well. We will send you our programme for next meeting, as soon as prepared, if desired.

Very Respectfully,

JAMES MCARTHUR, Co. Supt.

DeWitt County.—Mr. Will H. Smith of the Illinois Normal has charge of the schools at Farmer City. A half-day spent in his schools, satisfies the writer that he is doing genuine work. He succeeded a gentleman, under whose administration the schools had become somewhat turbulent, but order has been fully restored by the vigorous management of Mr. Smith. The building is an excellent one, and was erected for the moderate sum of ten thousand dollars. There are eight rooms, and the stairs are so constructed that all pupils passing out, must march under the eye of the principal until the outer doors are reached.

Miss Mary T. Burt is principal of the high school, Miss Eldred of the grammar grade, Miss Norris of the intermediate, and Misses Bell, McMurry and McFaddin of the first, second and third primary, respectively. The instruction in the first primary is, to say the least, inferior to that of no other room. The methods employed are the most modern in good use, and we are informed that the pupils are advancing with unusual rapidity. Miss Bell has had long experience, and is cheap at twice the salary ordinarily paid to inexperienced teachers. People are slow in learning the difference in money-value between good and poor teachers.

Mr. Smith has been secured as principal for the next year.

Winnebago County.—The Institute in this county was held at Rockford on the week following the one at Belvidere. On the second day, more than 110 teachers had been enrolled. Most of the exercises were conducted by Jonathan Piper of Chicago, who showed himself an adept in this kind of work. The exercises were attended by a large number of citizens. Mrs. Carpenter, the Superintendent, was prompt, ready and efficient in presiding in and the conduct of several of the exercises.

Boston has 175 men, and 1066 women, employed as teachers in the public schools.

Of the graduates of Brown University, 112 have become Presidents or Professors in institutions of learning, in twenty-four States of the Union. 654 have been ordained as Ministers; 19 have been Senators, and 40 Representatives in the United States Congress; 25 have been elected as Governors or Lieutenant-Governors of States; and 30 have filled the position of Judges of State Supreme Courts. The whole number of graduates is 2,540, of whom 1,396 are still living.

The *New England Journal of Education* publishes a table showing the amounts contributed, in the several States, to the "Teachers' and Pupils' Fund" for the Agassiz Memorial; the table also shows the estimated number of contributors in each State. The number of contributors in Illinois is 30,380, or about three times as many as in any other States! Maryland stands second; with 12,600; Missouri follows next, with 10,975; while Massachusetts reports 10,941. The amounts contributed from five States giving the largest sums, are as follows: Massachusetts, \$2,555.07; Illinois, \$1,982.54; New York, \$1,106.97; Missouri, \$882.79; Maryland, \$815.33. Wisconsin comes next with a contribution of \$226.04. This record is highly creditable to the West, and especially to Illinois.

A movement has been made in the Illinois House of Representatives looking to the recovery of moneys, given by the State to the Trustees of the "Illinois Agricultural College" at Irvington. The gift was made in 1861, and seems to have been squandered by the Trustees. The Report of Attorney General Edsall, in reply to the inquiry of the House, is not likely to raise any high hopes that the State will ever receive any equivalent for the "ducats" so generously bestowed.

Whiteside County.—We clip the following items from THE WHITESIDE SENTINEL :

During the summer vacation Mr. Crary will conduct a "Normal Training School" at Lyndon. He says it will be the best and biggest "Normal" that has ever been held in this county.

While at Lyndon last week we called on O. M. Crary, County Superintendent of Schools and found him located in a cosy office he has recently erected. The office is comfortably provided with chairs and tables for the use of applicants for certificates. In one division of the office Mr. Crary has his desk and library. Mr. C. has radically changed the plan of examination for certificates, and teachers and aspirants for that position find they have work to do. The plan of examination is that adopted in many of our best schools for graduates. A candidate can present himself as often as he chooses for work, and so soon as a branch is passed he obtains credit for it. The applicants, Mr. Crary informs us, are as a rule, weak in Grammar. Under the old system if a teacher stood 90 in Arithmetic and 30 in Grammar, his average was 60, which figure allowed him to pass in Grammar as well as Arithmetic. Now he must stand as well in Grammar as any other branch. Mr. Crary refuses to renew certificates, and requires all teachers to present themselves for examination.

Stephenson County.—Freeport.—THE JOURNAL of April 7th, devotes three columns to the schools of that city. THE BULLETIN of the succeeding day also gives an elaborate account of the examinations at the close of the winter term. These papers agree in saying that the schools are in an excellent condition and that their efficiency is chiefly due to the untiring efforts of Supt. C. C. Snyder.

From the JOURNAL'S report we learn that Miss M. E. Hawkins is principal of the Third Ward Building, Mrs. E. V. Keever of the Union School Building, Miss G. R. Saunders of the Lincoln Avenue Building, Miss F. A. Rosebrugh of the River Building and Miss F. E. Weed of the High School. Miss Hawkins has six assistants, Mrs. Keever three, Miss Saunders three, Miss Rosebrugh five and Miss Weed two.

In addition to the general work of Supervision, with its thousand delicate and harassing duties, Prof. Snyder has charge of the Greek classes in the high school. We copy the following, respecting this school, from the very excellent and elaborate article of THE JOURNAL :

The pupils are divided into the Preparatory, Junior, Middle and Senior classes. Although the general course requires four years, pupils confining themselves to classics can complete in three. The Preparatory class is very large, and study arithmetic, algebra and grammar. The Junior is also large; they have completed the studies assigned them, and are now engaged on some of the studies of the middle year. The Middle Class has completed nearly all the studies of the middle year, and are now engaged upon part of the work of the Senior year. We are informed that this class will be unable to complete the course of study assigned the Senior Class, and will therefore not be able to graduate until some time during next year. Writing, spelling, and rhetorical exercises are required of all classes. There are about thirty-six students pursuing the study of German. The number belonging to the school is over one hundred, and the averages have been published monthly in this paper. All the classes examined are said to have acquitted themselves with honor. The Greek class, taught by Prof. Snyder, was subjected to a critical questioning of over an hour's duration, by Prof. Pond, of Madison, Wis., who declared it was the best Greek recitation he had ever witnessed, without an exception.

THE BULLETIN concludes its article with the following :

In conclusion, we will say that the schools have attained a reputation abroad excelled by none in the State. This is due not alone to the directors, but to the indomitable zeal, energy and efficiency of Supt. C. C. Snyder. He is a perfect gentleman, admired alike by his pupils and the public in general. He makes an able and valued superintendent.

It is a pleasure to note the enthusiastic support that Supt. Snyder and his faithful assistants are receiving from the local press. If half of the difficulties of his position are appreciated, the community is indeed exceptionally appreciative.

Boone County.—We were present the last day of the session of the Teachers' Institute, held at Belvidere on the first week in April. The attendance was good and the exercises profitable. It was acknowledged on all hands that the meeting was very successful, notwithstanding the Supervisors refused to make any appropriation to aid it. A large number of citizens attended the daily exercises, and the evening audiences crowded a large hall.

The Superintendent, Mrs. Crary, is working earnestly for the elevation of the schools, and she seem to have the hearty co operation of all the teachers.

ILLINOIS NORMAL.

The last term of the year began on the 12th of April. At this writing, there are in the Normal Department, 295 pupils; in High School, 74; in Grammar School, 38; in Primary, 45; total, 452. As usual in the Spring term, the young men outnumber the young women. More than 50 per cent. of those who were examined for admission were rejected; the required standard is elevated from term to term. Quite a large number of former students have returned.

The Legislature, after much delay and some bitter opposition, passed the appropriation bill, by much larger majorities than they did two years ago. We hear that one *Bourbon* member urged, as his objection to the Normal School, that it had largely increased the wages of teachers in his county. We sympathize with him, it is too bad!

We note the following recent appointments to the Board of Education: S. W. MOULTON and GEORGE C. CLARKE, as their own successors; R. S. CANBY of Richland in place of WALTER M. MAYO; H. H. HILL of Livingston, in place of W. S. COY; and J. C. KNICKERBOCKER of Cook, in place of JOHN H. FOSTER, deceased.

Of course, Normal has had an attack of the spelling mania; the disease was caught in Bloomington, but had only a short run. Twenty-five citizens of Normal spelled against the same number of Bloomingtonians, on the evening of March 25th. At the first trial, the Normalites missed seven words, and their opponents twenty-two. The process of "spelling down" then commenced and continued till near midnight; at the close, there were seven of the Bloomington party on the floor against ten from Normal. The next week twenty pupils of the Bloomington High School spelled against twenty pupils of the Normal and Model Schools; the result was in favor of the Normalites. It may be well to add that spelling continues to be a regular exercise in the Normal School; and that *some tribulation* results.

The trees in Normal are beginning to put on their Summer dress, but they proceed but slowly; the freight and express offices are busy in shipping nursery stock from Phoenix' and Worden's nurseries.

B. R. HAWLEY has sold his property and moved his family to Chicago.

AGNES HAWLEY is cashier in the book-store of Jansen, McClurg & Co.

EDDY BROWN, ALICE JUDD, GEORGIA VALENTINE, LURA BULLOCK and several other old students paid us a visit about the close of the winter term. WILLIAM T. CROW has returned to graduate this Summer.

SOUTHERN ILLINOIS NORMAL.

Two weeks of the third term have passed. A large number of visitors were present at the closing exercises of the second term, notwithstanding the outrageously disagreeable weather. Many familiar faces are missing, and many new ones are visible. The registration up to date is 253; others will be with us as soon as their schools close. The friends of education in this section fear that the influence of Normal Schools will be much lessened, and their power crippled by the parsimony of our legislators. We do not believe the people will endorse their niggardly policy towards the educational inter-

ests of the state. The public schools of Carbondale closed for the school-year on the 19th. We regret that we were not able to witness the closing exercises which are said to have been interesting, and creditable to the instructors.

Prof. Cyrus Thomas, who fills the chair of Natural History, has been nominated by Governor Beveridge, as State Entomologist. There is little doubt of his confirmation by the Senate. His ability to discharge the duties of the office is unquestioned.

A student, who is pursuing the study of Chemistry, caused a stare of surprise to overspread the countenance of his fellows, a short time since, by avowing his intention to descend into the VOCABULARY to do some work. A little questioning revealed the fact that *Laboratory* was what he meant. He claims it was only a slip of the tongue.

The entertainment given by the Zetetic Literary Society passed off smoothly, and to the satisfaction of the audience. The debate was very animated and was greatly relished.

The unsightly appearance of the University grounds is soon, partially, to disappear. The expected appropriation is not quite half what is needed for the purpose, but still will go a little ways toward grading and fencing. It cost *several* thousand dollars to put the building down in a hole; and *one* thousand has been appropriated to dig it out. We have a large library now, consisting *entirely* of patent office reports and "sich." At the rate the volumes are being thumbed, they will last a thousand years. But we are to have an appropriation for a library, so it will not always be so.

The roof of the Normal has been leaking badly, and is now being repaired. It has only been finished about a year.

Messrs. Maxwell and Law are with us again.

Miss Stuart is teaching a subscription school and has a full room.

Capt. Asgill Conner, one of the founders of Carbondale, a public spirited, and good citizen, is dead.

BOOK TABLE.

Young Folks' History of the United States, by THOMAS WENTWORTH HIGGINSON.
Boston: LEE & SHEPARD. New York: LEE, SHEPARD & DILLINGHAM.

When such a writer as the author of "Atlantic Essays" attempts the task of preparing a book for the young, we may feel assured that it will be full of interest, almost faultless in style, and in general, a very delightful volume.

In his preface, the eminent author tells us that he has adopted two plain rules,—“to omit all names and dates not really needful, and to make liberal use of the familiar traits and incidents of every day.” He adds, “It will be noticed that less space than usual is given, in these pages, to the events of war, and more to the affairs of peace. * * * The true glory of a nation lies, after all, in orderly progress. Times of peace, the proverb says, have few historians; but this may be more the fault of the historian than of the times.”

In the "Table of Contents" we note the following: "The Earliest Inhabitants," "The Mound Builders," "The Coming of the Northmen," "Colonial Days in New England," "Old Dutch Times in New York and New Jersey," "Books for Consultation," &c., &c.

The pictures of the times are vividly drawn and one derives a sharper idea of the social and political peculiarities of those early days than from any other condensed history it has been our fortune to read. Pleasing and instructive anecdotes abound and the whole atmosphere of the book is fresh and inspiring.

It differs radically from the ordinary school text-book on the same subject. It is not intended to be memorized *verbatim*, but to be read by the young folks of the country as other good books are read,—because of its intrinsic interest.

The engravings are numerous and many of them are very valuable.

The appendix contains a table of presidents and vice-presidents with native states and dates, one of admission of states, and another giving area and acquisition of territory composing the United States: it also contains the Constitution and "Declaration."

This book is *sui generis*. It enters a field, heretofore almost unoccupied and is destined, it seems to us, to become very popular. It is sold in Chicago by Hadley Bros., 63 and 65 Washington Street, or can be obtained from the publishers.

Price \$1.50.

We will send it with THE SCHOOLMASTER for \$2.75, or as a premium for four subscribers at \$1.50 each.

Dramas and Dramatic Scenes, Edited by W. H. VENABLE Illustrated by FARNY. WILSON, HINKLE & Co, Cincinnati and New York.

In the preface the author says, "Though this volume was designed, primarily, to supply scenes for dramatic representation, it may also be used as a rhetorical reader or as a reference book for students in English Literature, since it contains characteristic productions of representative authors from Shakespeare to Bulwer."

Understanding the purpose of the book, it is the duty of the reviewer to say whether in his opinion, it is adapted to the end for which it was intended. It contains 336 pp. occupied by twenty dramatic selections. Three of them are from Shakespeare, one from Dryden, one from Bulwer-Lytton, one from Addison, one from Sheridan and the remainder from less familiar, but yet distinguished, writers. A diagram of the stage and an explanation of stage terms is given on p. VII.

Following the longer selections are directions respecting costumes.

The book opens with four scenes from Romeo and Juliet. The "Casket" scene and the "Court" scene, from Merchant of Venice, are also given. From Miss Mitford's tragedy of Rienzi we have the scene from Act II, which contains the familiar speech beginning "Friends, I come not here to talk." From "All for Love," Dryden's favorite scene is selected. From "The Rivals" the spirited and humorous interview of Sir Anthony and his "Dutiful Son" is given.

Sufficient reference has been made to the contents to show that the book is prepared with much care and that it contains many extracts from standard dramas.

We have to say in conclusion that the book, in our opinion, is admirably adapted to the purpose intended and that persons wishing a work of this kind may confidently select this one. The price is \$1.50. It will be sent as a premium for three subscribers and \$4.50.

Selected Readings, with an Appendix on Elocution, by Prof. J. E. FROBISHER. New York: J. W. SCHERMERHORN & Co.

This is a volume of 168 pp., and is about as long and wide as THE SCHOOLMASTER. It contains about fifty selections. The selections are varied in character, the humorous being fairly represented. The literary worth of many of the articles is not great, al-

though some of the best English finds place here. We are of the opinion, that the book would be improved by the omission of a few of the selections, even though their places were unfilled. Of this class we suggest "Brutus and Cæsar", p. 59; "After the Battle", p. 97.—How any one can enjoy the latter, passes conception.

We note a mistake in punctuation on p. 17, where the word *tones* is followed by a period, and on p. 70 we observe that "Sumner's Character" is attributed to Carl Schur. Who is he?

Morality of Prohibition Liquor Laws, by WILLIAM B. WEEDEN. Boston: ROBERTS BROS. For sale in Chicago, by JANSEN, MCCLURG & CO. Price \$1.25.

This is a very neat book of 223 pp., written by a citizen of Providence, R. I.; he is a lawyer, if we do not mistake. The author's object is to show that the liquor laws have not only failed to accomplish their purpose, but that their tendency always is to debase the moral and political sense of the community. He argues both from principles and from facts, and, in our opinion, he presents his side of the case with much force. Any person interested in the question will find it worth his while to read the book carefully.

We crave the indulgence of our friends who have sent us books for notice; we hope to reach all in due time, but the press on our columns causes some unavoidable delay.

BLOOMINGTON, April 19, 1875.

EDITOR SCHOOLMASTER:—The question of music in our public schools, is one which has attracted much attention from educators. How to make musical instruction both attractive and efficient has been the theme of considerable discussion. The only logical and true way of arriving at a conclusion upon this question, is evidently to collect the experience of practical teachers and therefrom deduce the methods both of theory and practice, which seem to have been most successful. Among the modern productions in the musical art, the *Art of Reading Music*, published by J. W. Schermerhorn & Co., New York, and the work of Mrs. J. S. Humphreys has attracted much attention. This lady is possessed of rare musical gifts and culture, and therefore appreciates the wants of the public. Her work has been thoroughly tested in the schools of Bloomington. A class of forty was organized, consisting of pupils selected from five grades and the labor of one-half hour per day during a term, has produced results truly remarkable. It has been claimed by many music teachers that it is impossible to gain the attention of pupils and create an interest in music, unless the words accompany the notes. The work of Mrs. Humphreys conclusively proves that words are no aid in maintaining the interest, and that children can grasp the intonations and hence the music itself with more ease than when words accompany the notes. By the use of this system, children learn to read music with the same ease and proficiency that they read an ordinary book. The plan of this method is entirely new; totally different from any system now in use, being thoroughly logical and perfectly adapted to all classes of pupils, from the child to the adult. It is so completely progressive that any one can master the lessons without aid. The entire work consists of drill lessons wholly devoid of melody, and hence a lesson can only be acquired by study. We believe this book is worthy the investigation of every school-board who desire to place music on a footing with other branches of study; and from the success attained by Mrs. Humphreys, we can most heartily commend it to all who have this branch of education in charge.

SARAH E. RAYMOND.

How to Teach. A Manual of Methods for a Graded Course of Instruction, etc., by HENRY KIDDLE, THOMAS F. HARRISON and N. A. CALKINS. New York: J. W. SCHERMERHORN & CO. For sale in Chicago by HADLEY BROTHERS. pp. 269; price, \$1.00.

The authors of this book are Superintendents of schools in New York City; and they say, in the preface, that the system here presented is "essentially the system which has been in use in the city of New York for some years. * * * "The order of studies—the main point in every course of instruction—corresponds, as here arranged, precisely with the New York plan; the time requisite for its completion is also about the same."

The course of instruction here contemplated is divided into ten grades; and a separate chapter is given to each grade. These chapters treat both of the matter and the manner of instruction; and, in both respects, we think the authors have given directions that are sound and practical, and that show the results of long experience. The result is that the book includes instruction in the manner of teaching the *common* studies to all grades of pupils, together with much regarding studies that are not usually reckoned with the common branches. Among these studies, are Philosophy, Botany, Chemistry, Algebra and Geometry. The directions are judicious, and the incidental remarks are full of value; we instance, for example, the remarks on apparatus, pp. 219 and 220.

Teachers' Index to the April Magazines.—GEOGRAPHY.—"Australian Scenes and Adventures," (Illustrated) *Lippincott*; p. 393.

"Nice," *Lippincott*; p. 434.

"The French Broad," (Illustrated) *Harper*; p. 617.

"The Liverpool of America—Baltimore," (Illustrated.) *Scribner*; p. 680.

"A Farmer's Vacation,—Holland," (Illustrated.) *Scribner*; p. 714.

"The Elevation of Certain Datum-Points," *Popular Science Monthly*; p. 755.

HISTORY.—"A PIECE OF SECRET HISTORY," *Atlantic*; p. 438.

"Old Times on the Mississippi." By Mark Twain. *Atlantic*; p. 446.

"The Virginia Campaign of John Brown. IV." *Atlantic*; p. 453.

"My Farm at the five mile Stone." (New York City.) *Galaxy*; p. 473.

"The First Century of the Republic,—Progress of Manufactures." By D. A.

Wells. *Harper*; p. 702.

BIOGRAPHY.—"Angelica Kauffman." (Illustrated.) *Harper*; p. 654.

"Michael Angelo. *Harper*; p. 727.

"Michael Angelo Buonarrotti." *Galaxy*; 498.

"Louis II of Bavaria." *Galaxy*; p. 528.

"Dr. Joseph Fraunhofer." (Portrait.) *Popular Science Monthly*; p. 739.

POLITICS.—"A Chat About German Parliaments." (Illustrated.) *Scribner*; p. 652.

"What is a Conclave?" (Manner of electing a Pope) *Lippincott*; p. 482.

LITERATURE.—"On the Study of Shakespeare's Sonnets." *Lippincott*; p. 497.

"The Shakespeare-Bacon Controversy." *Scribner*; p. 743.

SCIENCE.—"Crime and Automatism." By Dr. O. W. Holmes. *Atlantic*; p. 446.

"The Golden Eagle and its Eyrie," (Illustrated.) *Lippincott*; p. 497.

"The Royal Institution and Society of Arts." (Historical.) *Popular Science Monthly*; p. 655.

"The Atmosphere in Relation to Fog-signaling." (Illustrated.) By Prof. Tyndall.

Popular Science Monthly; p. 685.

"On the Correctness of Photographs." (Illustrated.) *Popular Science Monthly*;

p. 710.

"Manufacture and Conveyance of Gunpowder." *Popular Science Monthly*; p. 717.

EDUCATION.—"Incentives to Education." *Popular Science Monthly*; p. 748.

"Educational Article." *Atlantic*; p. 510.

BUSINESS ITEMS.

Over thirty thousand copies of Sheldon's Readers were sold in New York city schools last year, which fact speaks volumes in praise of the new series, and may well command the attention of all who are seeking excellence in this department of educational effort. These readers are published by Scribner, Armstrong & Co., New York, and are represented in this State by O. S. Cook, 63 and 65 Washington St., Chicago.

TREES! TREES!! TREES!!!—The Central Illinois Nursery, Normal, has for the Spring trade a full line of Nursery stock, including a supply of good, sound trees of all kinds, grown since the cold winter of 1872. During that Winter all my stock was killed and I promptly burned it. *Plant no tree more than two years old.* Agents wanted. Teachers, whose winter-term has closed, can find paying business by addressing: James Woodner, Normal, Ill.

It is asserted as a fact that every canvasser who has turned his attention to the introduction of the New Family Sewing Machine in his locality, or who has been fortunate enough to secure an agency, has outstripped the best efforts in making money of the old and tried agents of the high-priced machines, which latter they now replace. The demand is enormous, and sales so rapid and money made so readily with so little effort, that Farmers, Tradesmen, Speculators, &c., are flocking into the business as fast as they can secure territory and get their goods on the ground to supply anxious customers. It is marvelous how these machines sell when exhibited it being a recognized fact that people will buy the best at the lowest price. It certainly is the Machine of the times and does the same work, as other Machines at \$80.00 or \$100.00, and we really believe it would sell just as readily at double and then not cost half the usual price of so good an article, for it is astonishing to see the vast amount of labor it performs at so low a cost. The inventors are daily inundated with testimonials of the worth of their new Machines which so suddenly and successfully bounded into popular favor. It proves to be just what is wanted every day, by every one, everywhere, who has a family. It has attained an enviable reputation in many thousands of homes and factories, for its solid strength, power, rapidity, simplicity, certainty, and ease of operation, with extreme beauty, fineness and reliability of its sewing; while the wonderfully low price [Twenty Dollars for a Large and Complete Sewing Machine with a strong table and treadle], places all idea of competition entirely out of the question. It stands alone in its merits and price. We advise you to invest in one at once for your Wife, Daughter, Mother, Sister or Lady Friend and make a home happy, or put them in your factory, or what is better if you are lucky enough, secure an agency, if there is none in your town, and make money yourself. The many New Attachments for doing extra fine, skillful and difficult work, are a surprise in their simplicity of construction and far below even "grange prices," and will be delivered safe at your door, no matter how remote you may reside if you write for them. Address, J. THOMPSON, HANNA & Co., 907 Broadway, N. Y.

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WILSON, HINKLE & Co., (Cincinnati and New York) have just published *Harvey's Graded School Readers and Primary Speller*, by THOS. W. HARVEY, A. M. author of Elementary and Practical Grammar of the English Language. The Graded-School Readers are complete in five books, embodying the most approved methods of teaching reading, printed on fine paper, handsomely and substantially bound and illustrated by the most celebrated artists in the country. See the publisher's advertisement.

ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

JUNE, 1875.

NUMBER 85.

DRAWING. III

Review the work in "Form" previously given.

NEW TERMS.

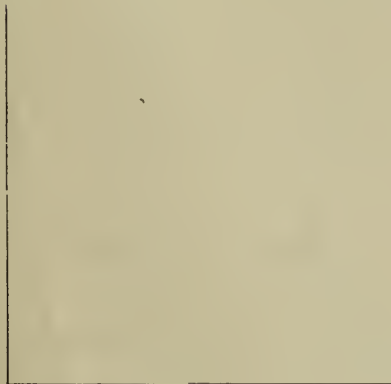
Teach the definition of

- (a) a curve line.
- (b) an oblique line.
- (c) converging lines.
- (d) an angle.
- (e) a right angle.
- (f) an acute angle.
- (g) an obtuse angle.

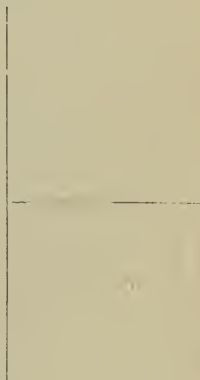
Teach the relative size of angles.

Give pupils practice in drawing angles, without reference to length or direction of lines.

13.



14.



XVII.

MATTER.

- 1st. Draw a vertical line two inches long.
- 2nd. Two inches to the right of the lower end of this line make a point.
- 3rd. Connect, forming a right angle. Figure 13.

XVIII.

MATTER.

- 1st. Draw a vertical line two inches long.
- 2nd. Bisect.
- 3rd. One inch to the right of the bisecting point make a point.
- 4th. Connect this point with the bisecting point.
- 5th. Make a point one inch below the last point and connect the two.
- 6th. Make a point in each vertical line one-half inch below the horizontal line and connect. Figure 14

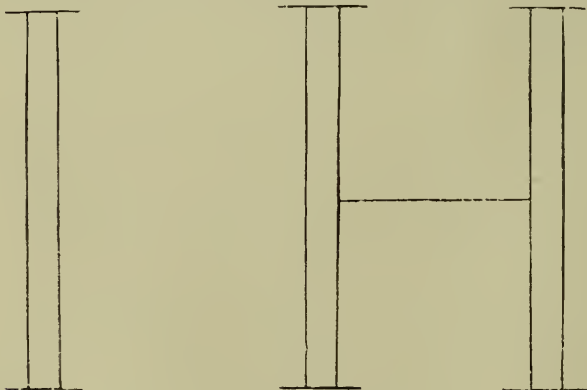
XIX.

MATTER

- 1st. Draw a horizontal line one half inch in length
- 2nd. Trisect.
- 3rd. From each trisecting point draw a vertical line two inches in length.
- 4th. Finish the lower part of the figure with a horizontal line corresponding to the one first drawn. Figure 15.

15.

16.



XX.
MATTER.

- 1st. Construct a figure corresponding to the one just drawn.
- 2nd. Bisect the right vertical line.
- 3rd. One inch to the right of the bisecting point make a point.
- 4th. Connect this point with the bisecting point.
- 5th. One inch above and one inch below the right end of this horizontal line, make points and connect.
- 6th. Finish that part of the figure on the right of the horizontal line to correspond with that on the left. Figure 16.

XXI.
MATTER.

- 1st. Draw a horizontal line one-half inch in length.
- 2nd. Make a point two inches below the left end of this horizontal line.
- 3rd. One inch and a half to the right of the last point make a point and connect the two.
- 4th. Trisect the first horizontal line.
- 5th. Make points in the lower horizontal line directly below the trisecting points in the upper horizontal line.
- 6th. Connect the points.
- 7th. One half inch above the right end of the lower horizontal line, make a point and connect with the line below. Figure 17.

17.

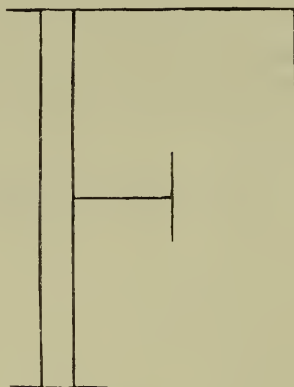


XXII.
MATTER.

- 1st. Draw a horizontal line one inch and a half in length.

- 2nd. Two inches below the left end of this line make a point.
- 3rd. One-half inch to the right of this point make a point and connect the two.
- 4th. Trisect the last horizontal line.
- 5th. Make points in the first horizontal line directly above the trisecting points in the lower horizontal line, and connect the corresponding points.
- 6th. Bisect the right vertical line.
- 7th. One-half inch to the right and opposite the bisecting point, make a point and connect the two.
- 8th. Draw a vertical line a half inch in length, the center of which shall be at the right end of the horizontal line just drawn.
- 9th. Make a point a half inch below the right end of the upper horizontal line and connect with the line above. Figure 18.

18.



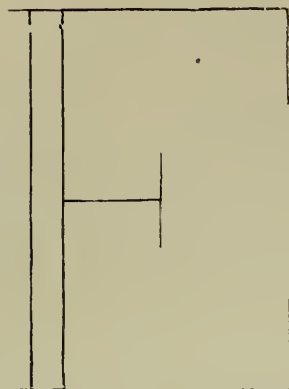
XXIII.
MATTER.

- 1st. Construct the letter F.
- 2nd. Extend the lower horizontal line one inch to the right and finish to correspond to the upper part of the figure. Figure 19.

XXIV.
MATTER.

- 1st. Draw a horizontal line one-half inch in length and trisect it.
- 2nd. Two inches above each trisecting point make points and connect corresponding points.
- 3rd. Make a point half way between the upper ends of the vertical lines.
- 4th. One inch to the left and to the right of this point make points.

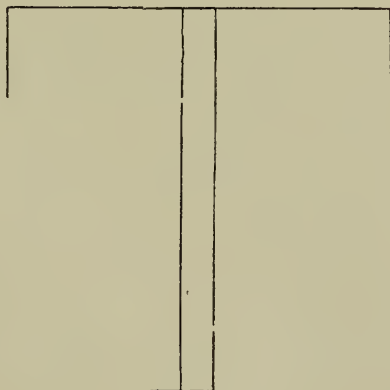
19



5th Connect the last two points made.

6th. Make points one-half inch below each end of the upper horizontal line and connect them with vertical lines. Figure 20.

20.



It will require from two to three weeks to accomplish the work contained in this article.

In the formation of letters the pupils practice not only in drawing straight lines but in bisecting and trisecting them and in forming right angles.

Vertical and horizontal lines only should be used at present in the construction of letters.

As a review in form, pupils should be required to name the kinds of lines and angles in the figures drawn.

In drawing, as in other studies, the importance of frequent reviews should not be overlooked. New figures may be given for variety in work, but the pupil should not be allowed to lose sight of first principles.

The teacher should study the formation of each figure before dictating the work, to see that the proportions are good, and to be able to give exact measurements.

EMMA J. TODD.

THE USE AND ABUSE OF TEXT-BOOKS.

CONCLUDED.

The text-book now holds sway in the school-room ; it sits enthroned as despotic tyrant over both pupil and teacher. Teachers are the slaves instead of the masters of these working tools, designed for the exclusive use of pupils ; and a majority not only fail to go outside of the narrow scope of the book, but are actually compelled to keep both eyes fastened upon the page, to ascertain whether the pupil answers correctly ; and, after the recitation is over, the pupil actually knows more than the teacher, for the child has learned his lesson and recited it with the book closed, the teacher has only *read* hers. Individual teachers, with self-mortification, may deny these facts, but they are facts nevertheless.

Has this a parallel in any department of business ? Does the engineer carry his mechanics in the form of a text-book as, holding the reins of steam, he transports us across the continent ? Does the surveyor carry his trigonometry with him as he surveys the intricate coast-line of the United States, or measures a field on our prairies ? Does the business man carry a copy of the commercial arithmetic in his pocket, when he wishes to make calculations upon a note, upon which partial payments have been made ? How utterly anomalous and how ridiculously absurd this would be ! All this knowledge is in the brain, it has been transformed into intellect. I maintain that the teacher's vocation is perfectly parallel, and that it is outrageously shameful that so many of our teachers cannot move an inch in the school-room without an open text-book before their faces. There are num-

berless exceptions to this rule. Otherwise our schools would be a fraud, but I regard this as one of the most prevalent and most flagrant abuses of text-books. No book can stand such a test in the school-room, and whether it be good or bad makes little difference to teachers who thus instruct, or to pupils thus instructed. What is a text-book? Its name is significant. *It is a book of texts.* The sermons are to be preached by the teacher,—texts which are to be analyzed, developed, unfolded, explained, enlarged upon by the teacher,—texts which need an exegesis to make them understood. What is the practical use, or practical abuse of these books? In too many cases the pupil simply commits the texts, recites the texts, does not get beyond the text, and the result is the whole texture of his brain is made up of texts, and all this becomes of about as much practical use to the child, as the cramming of ten or fifteen verses of the genealogy of the Old Testament into the mind of a five-year-old child for a Sabbath-school lesson. It is their abuses in the practical management of text-books by individual teachers, not especially a fault in the theory of the school system itself, that have led earnest, practical, business men, looking at cold facts, which underlie beautiful theories, unjustly to find fault with the whole public-school system, and from these abuses they draw the illogical inference, that “too much schooling spoils a boy.” The fault is not with the *time* that is spent, but with the *manner* in which it is spent,—not with *what* is taught, but *how* it is taught.

Children in our schools deal with numbers and study arithmetic every day in the week, and every week in the school year, for from six to ten years, yet it is very common to find pupils who have graduated from such training, who cannot tell how many yards of carpeting it would take to cover the parlor floor at home, or how much it would cost their father to plaster the walls of his house, at so much per square yard: who could not measure correctly a pile of boards in their yard: who could not calculate the dimensions of a bin which would hold a certain amount of coal; who could not take a practical note due at a certain time and reckon the interest: who could not tell how much it would cost them at a bank to obtain five thousand dollars for a definite time; who could not even make out a bill, write a note, draft or check, nor tell how to endorse it; who could not, indeed, answer a score of other questions, with which the farmer, mechanic or merchant, who went to school only six months in the year, and left school altogether at the age of twelve, or earlier, is perfectly familiar. All this is not the out-growth of poor text-books, nor of poor theories of instruction, but it comes from an ignorance of methods on the part of those who are expected to develop theories which have never been developed to them.

It requires great skill, where books are used, to impress upon the minds of the pupils, that they are doing the same work in school, that business men every where are doing out of school. A father says to his boy, as he comes home from school at night, "I have sold twenty-four bushels of corn, to be divided equally among twelve men, how many bushels shall I give to each?" The boy thinks, that is, looks wise, as he often does at school, is puzzled and cannot tell. "Why!" asks the father, "Have you not learned that yet?" "O, yes," the boy says, "But *our examples were all about potatoes.*" This may be an exaggeration, but it illustrates the point.

Until quite recently, and the practice is still in vogue, text-books in geography were arranged in a series of from three to five, placed in the hands of pupils at the age of eight or nine, and retained there for from four to six successive years, or until the pupil was ready for the high school. All this is, to my mind, radically wrong, and were I to fix the limit of text-book geography I would confine it to two years at most, and devote the time now worse than wasted, in "*broadening and strengthening*" other parts of the general system. Too much attention is given to mere description. Pupils memorize too much *in detail* about the climate, occupations and productions of different localities and small divisions of the earth. Suppose our pupils can at the end of a term or year, recite in concert like so many blackbirds, the localities of ten thousand towns, rivers, lakes, bays, gulfs, and mountains the boundaries of all the states and countries, and the names of all the rulers thereof, etc., *ad nauseum*? Are they scholars? No! *They are stuffed parrots!*

But we are beginning to live in the dawn of better days. Most of our geographical series are being reduced to two books, and when these are reduced to *one*, and that one to about two-thirds its present size, it will, in the hands of good teachers, be exactly what we want. Let us see how geographies are used, or abused.

We will enter the school room; anxious faces are poring over and cramming the lesson of the day, oblivious to all but the jaw-breaking words that name the towns and rivers of China or some other portion of the globe. The bell strikes;—a simultaneous Oh!—goes through the room, and twenty pale and haggard children, with knitted brows and sighing hearts, rise, and casting a few last painful glances at some difficult sentence, gradually close their books, and with mournful tread and hanging heads approach the recitation seat; the lesson has been unusually difficult, and they hope for mercy. The teacher sits behind the desk with an open text-book before her, and with one eye on the class, as she asks the question, and two eyes on the book, as the question is answered, she proceeds to ascertain if the texts have been memorized.

A few nervously-organized budget-brained children of good memories recite *verbatim et literatim* the words they have learned. One boy knows the answer to his question, but he cannot pronounce the word: "Spell it, then" says the teacher, and while the boy strains his memory to recall the position of the letters, the teacher keeps her eyes on the book, to see if he spells it correctly. Some recite well, some poorly, some fail altogether. The time for the recitation has expired; another foot is measured off for another day, the class is dismissed, and one pale-faced little girl, with tender heart, but a poor memory, goes with tears in her eyes to her seat, sighing, "O, if a good Providence had made this world, and not put into it so many little islands, and bays, and gulfs, so many winding rivers and little towns I should love to go to school, and should be happy." You tell me this is over-drawing, and I assert that it is a feeble picture of the experience of three schools out of five throughout the country to-day, and I challenge proofs to the contrary, and furthermore I assert that it is far more the fault of the teacher than the book.

Again, do we have good reading in our schools? We have good text-books. The past five years have witnessed the publication of some most excellent series, admirably adapted to the school-room. And yet, is it not a fact, that on the average, with some exceptions, the pupils of twenty years ago, read just as well as the pupils of to-day? What is the secret of it? Certainly good books can be obtained, books which have abundant exercises for vocal culture, which are filled with the best selections for descriptive, dialectic, sentimental, humorous and dramatic reading. Why do we not realize better results? You already anticipate my answer. Our teachers do not know how to read, and if they cannot read, how can they teach others? If I cannot interpret the nomenclature of vocal music, how can I teach the art successfully? If I cannot manipulate harmoniously the keys of a piano, how can I teach another to do it? If I cannot by a clear enunciation, by varied inflection, and by a carefully trained voice, present the sentiments of an author correctly and effectively, how can I educate another to do it?

Let us visit another school. The first class in reading is called. Twenty bright-eyed, flush-cheeked, merry-hearted children take their places; every door and window is closed; the air is close and putrid; the children are dull and sleepy; there is no change of air, no preliminary exercises in vocal culture, to develop tone, to produce a clear enunciation and a distinct articulation, to cultivate emphasis and inflection; and no physical exercise to send the blood circulating through the body with renewed vigor and to make the children animated and eager for discipline. With all this, the most important element in the true teaching of reading,

omitted or neglected, teacher and pupils immediately turn to the selection for the day.

It is a piece of sentiment, requiring a subdued tone, a soft and mellow utterance, but this the pupils know little or nothing about. Mary rises and reads, very naturally, of course, in the same tone and time that she reads all pieces. She finishes the paragraph and sits down, glad that her task is over. The teacher asks for corrections. A dozen children, who will all probably make more blunders than she, eagerly raise their hands. They are permitted to correct. "She called 'and' 'but ;' " "She left out 'to ;' " "She omitted one syllable in 'Missippi' " (So did the critic ;) "She did not sound 'g'in mornin,' " (Neither did the critic ;) "She gave the falling inflection at 'time,' where it ought to be the rising." (Mary read it correctly, this critic was wrong, but it passed in silence) "She read too fast," etc. "Yes, Yes, Yes," says the teacher, "*and she didn't read it quite distinctly enough. Now, all give attention, and Mary you read it again and see if you cannot do much better.*" Mary reads again, correcting about one-half of the mistakes she made before, and making as many more. Now all the hands go up, in perfect ecstasy of delight, even before she has half finished the reading, and Mary disheartened and distracted stumbles through and sits, but mark the disappointment, when the teacher says "Mary cannot have any more time ;" and so another and another reads, through the class. The time has expired and a little more. The next piece is assigned for the next day, or perhaps the same selection, and the prisoners go back to their cells. Out ! upon such reading. The time of such pupils is worse than wasted, for they are contracting habits, which it will be almost impossible for the very best instruction to overcome. Why is it that pupils are allowed to correct each other ? Ostensibly, I suppose for mutual good, on the principle that if the blind lead the blind both will—come out safe, but really, for the purpose of compelling the pupils to keep their eyes on the book, while their companions are reading, and thus the whole time of a reading class is dissipated and wasted for the purpose of securing attention, which when secured, has accomplished no good. Better have every pupil close his book while his companion is reading, rather than make them simply proof-reading critics. You tell me this is over-drawn. Perhaps so, and yet I venture the assertion that not one teacher in ten in those cities whose systems of instruction rank the highest in the nation, knows both how to read well, and to develop good reading in others. I would, by no means, leave the impression that these defects are to my mind confined to rural schools. On the contrary, I firmly believe that they prevail more largely in those cities which are reported to have the best systems of instruction.

This use or *abuse* of text-books is world-wide, but it is especially the bane of American schools. Can these abuses be corrected? I will simply suggest two remedies and ask their faithful consideration by the practical educators of this assembly. First, the application of the principle of division of labor, that philosopher's stone of this age to our public schools, whereby each teacher shall have her special work, and devote her time and talents exclusively to instruction in one department. This leads me to observe, fellow teachers that while I have laid these abuses at our own doors, and charged them directly upon the teachers, I should be false to the profession to which I belong, and unjust to the noble, faithful, earnest, self-sacrificing band of co-laborers before me, did I not earnestly avow that these abuses are in a measure excusable and unavoidable under the present *regime* of the school system. There is no trade, profession, or occupation of any kind in which its followers accomplish so much work, for the same pay, with an equal exhaustion of brain, blood and tissue as the public-school teachers of to-day. There is no class so overworked, and yet whose labors are so illy-compensated for, by feeble results, as that of our public-school educators.

In our system of instruction, we are groping in the darkness, and following the plans of the mechanic of two hundred years ago. Should we find a capitalist to-day engaged in the manufactory of horse-shoe nails, pins or needles, arranging the labor of his establishment so that every man performed all the work in the production of each nail, pin or needle, instead of delegating its several parts to artisans specially trained in each, we should ridicule his ideas of business economy. Should we find a lawyer, ambitious to rank high in his profession, devoting his attention to all the parts of jurisprudence, instead of perfecting himself in one, one would have little faith in his rapid advancement. So in theology, we seldom find strong preaching talent, excellent pastoral ability and acute business genius combined in the same man. In our universities, academies and high schools, we have systematized labor, and place one professor at the head of each department: but in our intermediate and grammar schools, how different is the practice! A teacher there must impart instruction in reading, spelling, arithmetic, geography, grammar, United States history, penmanship, drawing, vocal music and oral work in botany, philosophy or geology, be held responsible for the government and discipline of fifty children, keep a faithful record of all tardiness and absence, look after truants, send notes to parents, examine papers, make out interminable reports, and calculate averages and percentages which no man can number, and yet be blamed if she is not an enthusiast in every department, philosophical in all her methods, neat and perfect in all her reports, and the presiding genius of a model school.

It has been a truism for many years, that a lady devoting her energies to the cares, duties and exhausting labors of a school of fifty children, is at the end of a decade totally unfit for either social or domestic life. Cannot these practices, which so militate against good instruction, be remedied by the application of division of labor? Cannot our school buildings be so constructed and the rooms so arranged, that a school of from three to five hundred children, under the care of from seven to twelve teachers, can have one work-shop of study, under the care of an efficient disciplinarian, and then pass to their several recitations, where one teacher shall devote herself exclusively to arithmetic, another to history and so on through the curriculum of study? The plan seems to me perfectly feasible, practical and pregnant with the best results. I know there are some objections, but none that cannot be easily overcome by an efficient corps of teachers, under the management of a skillful head.

This naturally leads to the second remedy and my final remark. Namely, the professional training of teachers *after* that mental discipline has been secured, which is the natural outgrowth of a liberal education.

Professional training without a liberal education for a basis, cannot as a rule make good teachers, and I trust the day is near when the devotees of Normal instruction will raise their schools to rank with the professional schools in law, theology and medicine.

At the dedicatory exercises of the Anderson School of Natural History on Penikese Island—one of the grandest enterprises of the age—Professor Agassiz said in his opening address, speaking of the programme of instruction:

“I want to make it so very different that it may appear there is something left to be done in the system adopted in our public schools. I think that pupils are made too much to turn their attention to books, and the teacher is left a simple machine of study. That should be done away with among us. I shall never make you repeat what you have been told, but constantly ask you what you have seen yourselves.”

These were important words from the lamented scientist, and they are echoing through the nation. We are entering upon an era which is to introduce the lecture system of imparting instruction, combined with the textbook method of study, with the abuses of both corrected, and the benefits of both enlarged. Courses of study are gradually approaching that plan. For such work we need teachers of “an active intelligence, of a fertile ingenuity, of an enterprising invention, of a mind well informed, well stored, well cultured.”

Let us, fellow-teachers, gird ourselves with inward strength that we may do our part in hastening the dawn of that day, when shams and frauds shall no more be perpetrated in the name of education, but when intelligent teachers shall intelligently use intelligible text-books.

A. F. NIGHTINGALE.

WHAT IS A MODEL PRIMARY SCHOOL?

AN ESSAY READ BEFORE THE INTER-COUNTY TEACHERS' INSTITUTE AT DANVILLE, FRIDAY, MARCH 5, 1875, BY MISS CORNELIA BRANCH OF DANVILLE.

We answer briefly, it is the school in which is laid the best foundation for the highest and most symmetrical development of the individual, physically, intellectually and morally considered; whether that development be continued in the higher grades of school, or whether, at the expiration of three years of primary instruction, the individual goes forth and learns in the school of experience, life's severest, most difficult and most important lessons.

In order to form such a school certain things are necessary. 1st, a room; 2d, scholars to occupy it; 3d, a teacher to preside over it, and 4th, the co-operation of the parents with the teacher.

The room should be arranged with a view to the three-fold development of the child.

In order to meet his physical needs, it should be well ventilated and properly heated; the windows so placed as to permit the light to fall upon his back; the chairs and desks so constructed as to allow an easy, natural position of the whole body in sitting, studying and writing.

On account of the refining influence of music, pictures and flowers, as well as of the pleasure which they afford, there should be a piano within the room, pictures upon the walls, and flowers and house-plants should also find a place there.

With a view to the mental needs of the child, the room should be furnished with blackboards, charts, geometrical blocks, objects which by kindergartners are termed "gifts,"—in fact every thing necessary to be used in instructing him. No more than thirty scholars should be placed in charge of one teacher. In the present crowded condition of the lower grades of most public schools, it is impossible for the teachers to do justice either to their pupils or to themselves. As the success of the schools depends, in a very great degree, upon the teacher, you will I trust, pardon us if we dwell somewhat at length upon so important an element in the model school.

The teacher should be a *woman* of mature years, and considerable experience in school-work. She should possess a heart *full* of sympathy, and have great faith in the grand possibilities of humanity. It is not because a woman can be employed at less expense than a man, that she should be placed in the primary school, but because she is by nature better fitted than man for governing, guiding and instructing a little child. She has more patience with the gradual unfolding of his mind, and can better adapt herself to the slow rate at which he treads the way to knowledge.

A recent writer says that when Dumas was revisiting the home of his childhood, and re-tracing the paths through which he once walked, and from which time had not obliterated the foot-prints, he wrote, "I find my *shortest* steps beside those of my beloved mother, and hers were measured by my own." The same writer adds, "It was no *mother* beside whom Ascanius walked with 'equal steps,' in Virgil's line, but a strong, stern man, who could have borne him and not been burdened, folded him in his arms from all danger, and not been wearied; every thing he could have done for him, except *just* what he *needed*; he could not sympathize with him,"

We know it is the *mother* to whom the child goes with his sorrow, expecting consolation; and as after the storm, the sunbeams drive away the rain-drops from the petals of the storm-tossed flower, causing it to lift its head again, so the mother kisses away the tears and comforts her child.

Man has sympathy with childhood, but knows not so well as woman, how to reach the child-heart. The strong, majestic oak beneath which we pass stretches out its arms in lofty "benediction o'er our heads," but it is the "graceful, supple willow that stoops" with its blessing of coolness and of shade. And while woman with one hand points the child to the trees of wisdom and knowledge, with the other she reaches down, and clasping his within her own, helps him to climb the rugged steep where he may gather fruit.

There are certain elements and traits of character which every teacher should possess, though some may be more frequently called into action in one department of school than in another.

The teacher of primary schools should possess great self-control. She should be kind and gentle, but firm and decided, discreet and patient, honest and conscientious in word and deed. She should possess broad views of justice, and while maintaining her own rights, not ignore the rights of others. In short, she should possess a true, christian character.

In manner, she should be courteous and polite, quiet and composed, for a noisy, restless teacher is likely to have a noisy school.

She should refrain from rapping upon the desk and stamping with the foot, as such acts are generally expressions of impatience. The bell upon

her desk should be tapped only loudly enough to attract the attention. She should seldom allow her voice to rise above the natural, conversational tone.

There is in the voice a *wonderful* power to soothe and compose, or to arouse and irritate. It betrays one's feelings very quickly and needs to be carefully guarded in the school-room. As regards her intellectual acquirements, we will say that the better fitted she is for work in the higher grades of school, the better prepared is she for work in the primary grade.

A teacher of more limited culture may succeed well, but she is best fitted, all other things being equal, who possesses the broadest culture. It is an erroneous idea to suppose that *any* one will do to teach little children.

We like to fill our cup from a fountain full and overflowing.

The shallow pool may contain enough and more than enough, to slake our thirst, but if stirred to its depths it may yield muddy water. One thing the teacher should not only *understand* but habitually *practice*, and that is, the correct use of the English language. Not only should the construction of her sentences be correct, but also her pronunciation.

Let us now consider for a short time the duties devolving upon her. Her work is to train the child to habits of obedience, punctuality, order and thought; to instill into his mind, such principles as will ultimately make of him a better man than he would otherwise become.

In order to do this, it will be necessary for her to enforce certain rules restraining from wrong-doing; the rules being in their character, such as shall secure to the child the greatest good.

It is not our province to discuss the right of the teacher to inflict certain punishments for offences committed, but we will simply say, the punishments may be divided into two classes, natural and arbitrary. A natural punishment bears a direct relation to the offence committed, as for example: a boy throws papers on the floor, and as a punishment is required to pick them up. An arbitrary punishment bears no direct relation to the offence.

When an evil can be corrected by the infliction of a natural punishment, that, if any, should be given; a little child will more readily perceive the justice of it than if it be arbitrary.

However, the teacher should study how best to preserve order, rather than how to correct disorder. The physician who best understands the laws of health and the influences and causes which produce disease best understands how to control the disease. School discipline should be elevating, refining and strengthening in its effects upon the character of the child; therefore, the teacher should not rule by love alone nor by fear alone, but as a recent writer says, "By pure, consecrated womanliness, by invariable kindness and patience, by strict fair-dealing, by charity, looking beyond her own

comfort into the circumstances and surroundings of the child, by honest indignation hurled upon every species of insolence and deceit, by appeals to the manliness of the boy and the womanly modesty of the girl." The child should be taught to be polite, therefore not be allowed to snap his fingers, nor raise his hand while another is reciting or attempting to recite, as it is an interruption of the one speaking, hence impolite.

As it is an art to listen well, he should be led to acquire it. He should be required to rise, sit stand and walk in an easy, graceful manner, and not be *allowed* to walk upon his toes. We see no reason why a child should be required to assume any attitude not considered graceful and becoming in a gentleman or lady within the parlor or "drawing room," and we fancy a company of ladies and gentleman would present rather a ludicrous appearance walking upon their toes, with their hands behind them.

In order to secure the well-being of the child, the teacher should see that the room is kept well ventilated and properly heated; that the child does not remain in school with damp clothing on, not sit with wet feet.

She should discourage him from wearing over shoes and extra wraps, while within the room. She has no right to forbid the wearing of them, as the parent may wish him to keep his wrappings on.

He should be allowed frequent periods of rest and relaxation from work.

Habits of neatness and cleanliness should be encouraged in the child, and if necessary required of him. He should receive hygienic instruction in order that he may understand the effects of air, water, food, clothing and exercise upon health, and thereby be enabled to protect himself from illness.

Any punishment liable to produce a physical injury should not be inflicted; therefore the teacher should not pull nor twist the ears of the child, nor strike him upon the head with the hand, a book nor a ruler, nor with anything in fact. Besides the physical injury which may result from such punishments, a moral injury is almost sure to follow, as they usually betray too much impatience on the part of the teacher to be productive of any good.

We do not think the teacher alone can render the child strong and healthy, for very many of the ill feelings of which he complains are not the result of over-study nor ill-ventilated rooms, but of late and hearty suppers of irregular hours of rising and retiring, and "just a cup of coffee for breakfast."

It is unreasonable to suppose that any teacher, be she ever so well fitted for her work can render the child just what he should be, either physically, mentally or morally. As her power is limited, so is her duty, and more than that ought not to be required of her.

Much has been said with regard to the child as being "as clay in the hands of the potter:" but it is so arranged that there are several other "pot-

ters" besides the teacher, that have a share in molding his habits and character. She often feels that he is like marble in the hand of the sculptor, to be hewn and cut and polished, the workman sometimes failing to see the "angel in the stone." However she should do her duty, notwithstanding the influences which undermine her work. He would not be considered an honest workman, who in laying the foundations of a building should say, "I will leave out a stone here, and fail to cement there. for sooner or later the rats which infest the town will undermine the building." That which is most liable to be destroyed should be most carefully guarded, and most securely built. It is our ships of war that are iron-clad, and not the little barque intended for fair weather and smooth sailing only.

Let us now consider the foundation-work in the intellectual development of the child.

It is not our purpose to present a course of study for a primary school, nor to discuss the merits of any already adopted, but to consider what should be the aim of the teacher in this part of her work, and also to mention some things to which special attention should be given.

Her aim should not be to take the child through a certain number of books and teach him a given number of facts in a stated time, but it should be to lead him to observe, compare and think for himself, and to express his thoughts in a correct, truthful and pleasing manner. As a means to this end, a complete system of object-teaching should be adopted. Superintendent Hancock, of Cincinnati, says regarding object teaching: "In the primary grades of school, that is the first three or four years of a child's school-life, this method of teaching cannot be too highly estimated. It is in these grades, that the child needs and must receive that energizing influence which comes from contact with a living teacher, and which comes not from contact with dead books. Thus through the tangible and easily understood things of the natural world, the child is led gradually and without violence into the artificial world of books."

By means of object-lessons, he will be better prepared for the study of arithmetic and grammar than he would otherwise be. They should, however, be given in a systematic manner, the lesson of one day bearing some relation to that of the following day.

Reading, spelling and writing should receive first attention.

In reading and reciting, the habit should not be formed of drawling the words and closing the sentences in an explosive tone of voice. The spelling book should not be given the child, but the words which he learns should be selected from the reader, arithmetic and geography, also from the oral lessons given by the teacher. Incorrect expressions and mis-spelled words

should not be placed upon the blackboard, or before the eyes of the child, as he will become confused regarding the correct and incorrect forms. Special attention should be given to language culture, oral and written composition.

As before stated, one object of primary instruction should be to lead the child to express his thoughts in a correct and pleasing manner; and when we consider how few persons acquire this art, and, also, the utter dread with which most scholars regard composition-writing, it seems important that the work be commenced in the primary school. Besides, there is no other branch of knowledge for which a child will have so great need as that of language.

The exercises in composition should at first be very simple. For example: the teacher may place a picture before the child and ask him to tell her what he sees in it. He will perhaps answer, "I see a boy and a man and a tree and a bird." She may then ask him if he cannot tell her in a way that will sound better—that will be more pleasing to hear. Perhaps he will not understand what she wishes; but, if she give him the better form of expression, and ask him to notice the difference, he will be able to detect it, and possibly to state in what it consists.

She may then question him further regarding the picture, until he has mentioned every object presented. He may be able to give the correct form to his sentences; but should he fail, and fail repeatedly, he will finally succeed.

After some experience in oral composition, he should be led by short and easy steps to express his thoughts in writing. He should, however, first state them orally, in order that the teacher may see that his sentences are well constructed before they are committed to paper.

In all written exercises, especial attention should be given to the use of capital letters, punctuation marks, to penmanship and spelling. To the more advanced child, the teacher may give a list of words, and ask him to write a story in which all the words given shall be used, limiting the time in which he is to write it. By means of such exercises, he will acquire the habit of thinking rapidly.

Every lesson should in one sense be made a language lesson, the teacher requiring the answer to a question to be given in the form of a sentence. She should require not only *correct forms* of expression, but *accuracy in statement*.

Dr. Johnson once said to a lady, "Accustom your children to strict attention to truth, even in minute particulars. If a thing happened at one window, and they, in relating it, say it happened at another, do not let it

pass, but instantly check them. You do not know where a deviation from truth may end. It is more from carelessness about truth, than from intentional lying, that there is so much falsehood in the world."

If the teacher insist upon accuracy in statements connected with the lessons, will it not render the child more careful regarding statements which he makes about other things?

Stories related by the teacher will aid the child in obtaining a correct use of language. They should at first be short and simple, so he can repeat them afterward. The kind of stories should be varied; but fairy stories should certainly be given him, as they are not only pleasing, but they also quicken the imagination. If the child come to have a "fairy land" all his own, what matter? He should become familiar with the names of writers of children's stories, and with sketches of their lives. What child will not listen with delight to the stories of Hans Andersen, and afterward to the story of his own life? I fancy that far-away island, on which he was born, would become to the child a REAL fairy land, from having been the home of so charming a writer.

In the study of numbers, the teacher should insist upon well-made figures, accuracy in results and rapidity in execution. Of course, time will be needed in which to accomplish this. The child should not be allowed to use his fingers as aids in addition. He should become familiar with geometrical figures and their names. The terms "angle" "perpendicular," "horizontal" and "vertical" should become as familiar to him as his own name. A child can just as well be taught to say "angle" as "corner," and "vertical," as "straight up and down."

He should also become familiar with linear measure, so as to be able by the eye alone, to determine quite accurately the length, width and height of the objects which he sees about him. This he will gradually learn to do by first drawing, with the aid of a measure, lines an inch, a foot and a yard in length, and afterwards drawing them without the measure. He should be allowed to ascertain the length and width of the room, and the platform: also, the width of the doors and windows, and the height of the desks.

In order that he may obtain correct ideas of distance, the questions regarding the dimensions of the room may be changed, and he be asked to find the distance from one end of the room to the other. Many exercises in measurement may be given him with good results.

To one who has had no experience with a child who persists in using square measure, in finding the width of a room, and cubic measure in ascertaining the thickness of a board, this work may seem useless.

The natural sciences should find a place in the primary school, and soon will they come to occupy a large place in the heart and mind of the child.

The Hon. Newton Bateman says regarding these studies :

"It was assumed, and correctly, I think, that any child of a suitable age and of sufficient mental and physical health and strength to attend school, might as well be set to learning about plants and animals, about the things on the ground beneath his feet, in the air above and around his head, in the waters of familiar streams and brooks, and in forests, orchards, meadows and gardens, as about word-making and spelling, the mysteries of pronunciation, accent and emphasis, and the abstractions of the multiplication table."

The knowledge which the child receives of the natural sciences must, of course, be imparted by means of oral instruction and object lessons.

Whenever the object of which the teacher is talking can be presented to the eye of the child, it should be.

Objects, illustrating subjects treated of in physiology, may be obtained at the shop of the butcher. There may be found bones, joints and muscles; the brain, the lungs and the heart.

If the study of botany be commenced in the Spring, all the objects necessary can be procured. The child will take delight in seeking for the root, the stem, the leaf, the bud and the flower. Too much importance cannot be attached to the placing of the object before the child and allowing him to look at it, and to handle it.

Music and drawing should most certainly be taught in the primary school.

We know some object to these studies in the public schools.

Those persons who are so extremely utilitarian in their views that they would remove the painting from the wing of the butterfly, and substitute a multiplication table, in order that the child, in his eager chase, may become familiar with it, without doubt consider music and drawing "nonsense;" but we are glad to say that most persons willingly give them a place in the schools.

Much will be gained if the child be led to put to practical use the knowledge which he gains. To illustrate: We will suppose he has learned to spell and write a number of common words, also, to count to forty, and the teacher gives him a lesson in physiology, concerning the bones, their uses and structure; but instead of giving him the number in the different parts of the body, she asks him to count, from the chart, the number in the head, the face and the arm. After giving her the number orally he may write the facts which he has learned. Thus, a lesson in physiology may embrace an exercise in arithmetic, spelling, writing, sentence-making and punctuation. The child should be taught to collect facts for himself and draw from them his own conclusions. For example, we will suppose he has to learn as his lesson the addition table of the "ones." Instead of taking the book and spending a great deal of time in the attempt to commit to memory the abstract truths there given, he should be allowed "objects" or "counters," and be required to make his own combinations; first, com-

binning one and one, which he will find make two. This fact he should write ; then combining again, he will find one and two are three. Thus he may proceed, writing each fact which he obtains from the combination.

When his work is finished, he will have a "table" all his own, which HE has written ; and though he may not remember it without after study, he will be able to study it understandingly.

In closing this branch of the subject, we will say the mental discipline which the child receives should be such as will best prepare him to help himself ; that which will render him self-reliant. This seems especially important when we consider the fact that very many children leave school before reaching the higher departments.

The moral and intellectual development of the child should go "hand in hand." It is not knowledge alone that renders one a good citizen—that saves from crime. If but one can be secured, it is better, vastly better, to lay the foundation for a NOBLE, UPRIGHT character, than for a broad, intellectual culture. The moral discipline and instruction given in school should be such as will not only lead the immoral child to become better, but will prevent the well-trained child from becoming immoral. As honesty is one of the grandest elements in a truly upright character, nothing which has a tendency to render the honest and conscientious scholar less honest and conscientious, or the dishonest one more dishonest, should enter into methods of school discipline ; hence, the self-reporting system should not be adopted ; neither should so much importance be attached to the attainment of a high per cent., though it be at the sacrifice of his honor.

He should be taught that to copy the work of another is dishonest, and to pass it off as his own is cheating ; that the attainment of a high per cent. by dishonest means is worse by far than a failure. He should also be taught that, by being habitually absent or tardy, he interferes with the progress of the other members of the school and thereby infringes upon their rights.

If possible, he should be led to see the rightfulness of right, and to do right for its own sake, and not through fear of punishment.

Perhaps the most difficult part of the teacher's work lies in training the child whose home-influences are vicious ; who has learned from parental example to swear, to cheat, to deceive. It is an easy matter to teach him that five times five is twenty-five, and there is no danger that any influence can be brought to bear which will lead him to think differently ; but so to impress upon his mind and heart the great moral truths that they shall become a part of his being, is no easy task. Stories intended to convey a moral lesson have a good effect upon a little child, but should not be given too often, as frequency destroys their power for good.

Moral instruction may be given in many ways, but the teacher will find her efforts of comparatively little use if the child fails to find her example an exponent of the truths and principles which she advocates. But, if her own life be right, it will be to him an inspiration for good, and unconsciously to herself, perhaps, he will learn from her lessons of honesty and truthfulness, gentleness and patience, justice and charity, which he will not soon forget.

A teacher's power lies not so much in words and direct efforts for good, as in those silent influences "which build and finish—are not seen but felt—transforming a wilderness of thorny traits into a character which shall blossom as the rose, and bear fruit a hundred fold."

That which I will mention last as necessary to a "model school" is the co-operation of the parents. This is in many cases cheerfully granted, and the teacher is thereby strengthened and encouraged with her work, and her efforts are crowned with success; but if it be withheld, she becomes weakened and discouraged, and the results of her work fall far short of that for which she fondly hoped.

But that which is worthy of greater consideration is the fact that the action of the parent has a direct influence upon the child. Every candid, thinking person will acknowledge that the most important lesson for a child to learn is OBEDIENCE.

The right of the teacher to forbid certain acts, and to require the performance of certain duties, exists by virtue of her position, and any act on the part of the parent which lessens the feeling of obligation on the part of the child to obey rightful authority, is an injury done—not to the child only—to society.

The parent should visit the school and see for himself how his child is being educated. If he sustains the teacher in everything which is in "accordance with right and common sense," the child will have more respect for him, more for the teacher and more for himself.

Every person who has given the matter any thought, knows that it is important for one to form habits of promptness, punctuality, and strict attention to the work which he has to perform; and, while the teacher is doing all in her power to lead the child to form such habits, is it asking too much that the parent assist her in the work? And when he finds it necessary to detain the child from school, is it more than right that he so inform her by note? And, in consideration of the effect upon the child, is it not best that the message be courteously written? The notes which the parent writes often find expression in the after-conduct of the child.

The parent, the child, the teacher, each has rights ; and not until there comes to be a mutual regarding of these rights can there be a "model school."

Truly, the work of a primary teacher is a great one, and as far-reaching in its results as eternity itself. But if she discharge her duty honestly and conscientiously, looking for guidance and direction to the Great Teacher, perfect in knowledge, sublime in tenderness, and infinite in love, may she not hope that, when her work is finished, He will say : "She hath done what she could ?"

PHYSICAL GEOGRAPHY : WINDS.

Let me ask the reader to turn to the SCHOOLMASTER for January and for March, and carefully read again my articles in those numbers before reading this. As I have said before, the atmosphere surrounds the earth like a great ocean. As long as all the air at the same distance from the sea-level preserves exactly the same density, so long the atmosphere will remain perfectly quiet, if not disturbed by some external cause ; but, when from any cause, the portions of air thus situated are changed in density at any point, at once the air is put in motion, simply by the action of gravity. We have seen that one of the effects of heat is to change the density of bodies ; air is specially susceptible to this influence. Let us suppose that a portion of air is heated more than the neighboring air at the same level ; the heated air is expanded, becomes less dense. The colder, heavier air at the same level forces it up and takes its place ; this causes an upward movement of heated air and a horizontal movement of the air that forces it out of place. Do not say that "the heated air rises and the colder air rushes in to take its place," this is "putting the cart before the horse." Heated air will not rise any sooner than anything else until it is *made* to do so.

Let us illustrate what has been said by supposing that we build a fire in the open air ; the air about the fire is heated ; its density is diminished, and the colder air around it forces it up and takes its place. This causes a wind, for *wind is air in motion*. The student will see that we have now explained why a wind always springs up whenever a considerable fire is raging, however quiet the atmosphere when the conflagration begins. He will also see that this explains the *draft* of a stove or a furnace.

The phenomenon of land and sea breezes illustrates the same thing. Land both heats and cools more readily than water. Let us take the case of an island in the midst of the ocean. Before midday, the island becomes hotter than the neighboring ocean, and the cooler air over the ocean rushes in toward the land, taking the place of the heated air over the land. At night, the land cools faster than the ocean; and, before morning, the cool air over the land flows out into the warmer air over the sea. Something similar usually takes place every day along the shores of a continent.

In certain parts of the world, especially in the Indian ocean, the winds blow for a season from a certain direction, and, during the other part of the year, from an opposite direction. Now, if you look on a good physical map of the world, you will see that there is an enormous mass of highlands in Southern Central Asia, occupied partly by Thibet. Another enormous mass of highland is in Southern Africa, in the opposite hemisphere. In the northern summer, these high, barren lands of Asia become very hot; at the same time, the highlands of Africa are very cold. We might expect, then, that the cold air over Africa would flow towards the place occupied by the warm air over Asia; this would cause a southwest wind over the Indian ocean. In the northern winter, the conditions are reversed, and we might expect the air to flow in the contrary direction. This is the explanation usually given for the *Monsoons*; it is questioned by some writers; but it accords with the facts of the winds, and it seems to accord with the theory that we are illustrating in respect to the effects of heat on the atmosphere.

Let us now consider the earth as a whole; and let us suppose that the earth stands still and the sun goes around it every day, as the Ancients thought it did. Of course, the parts of the earth near the equator would become heated much more than the other parts, because they receive the sun's rays nearly or quite perpendicular to the surface. Hence, the air near the equator will become heated much more than the air in the polar regions. Then, we might expect currents of air to flow constantly towards the equator from both poles. That is, there would be a *North* wind north of the equator, and a *South* wind south of the equator. But, the earth does not stand still, as we have supposed; it turns on its axis, and the portions of the surface near the equator travel much *faster* than those near the pole. This brings in the action of the *Law of Inertia*. According to this law, a body does not take on a more rapid motion *instantly*, nor does it give up a rapid motion at once. Illustrations of the movement of this law in both these directions are common all about us; the action of a railroad conductor in getting on or off a moving train, the skill with which a base-ball player

catches a flying ball, the movement of a circus-rider in jumping through a hoop while riding swiftly on horseback, are familiar examples. Let us see how this law of Inertia will affect currents of air moving towards the equator. They are constantly going towards a surface that is traveling towards the east faster than they are. As they do not take on this increased motion at once, they seem to fall behind, or to move towards the west; and this, more and more as they approach the equator. Hence, the currents on the north of the equator seem to come from the north-east; and those south of the equator from the south-east; and the nearer the equator they are, the more they swerve towards the east. These are the *Trade-winds*, which blow constantly in the equatorial regions.

Where the Trade-winds meet, the two opposing forces which bring them to the equator, balance each other; and, hence the two Trade-winds are separated by a belt of *calms* of greater or less width. It should be remembered that a *calm in nature is always due to a balancing of forces, and not to an absence of force.*

But the winds which flow towards the equator must in some way return towards the poles; how is this done? Naturally, in the region of calms, the air is forced up; it then returns towards the poles as an upper current, above the Trade-winds at the surface. The law of Inertia will act on these currents also, but in a reverse order; it will cause them to bend constantly towards the east; hence, north of the equator they will blow from the south-west, and south of the equator they will blow from the north-west. There is good reason to believe that the currents cross at the belt of calms, so that the southern Trade-wind returns to the Northern Hemisphere, and the northern Trade-wind returns to the Southern Hemisphere. But the manner in which this crossing is effected is not clear; the theory of heat alone will not explain it. In fact, we must by no means assume that heat is the sole cause of winds.

Outside of the equatorial or tropical regions, these great opposing currents of air, from south to north and from north to south, strive for the mastery near the earth's surface: and sometimes one prevails, sometimes the other. Hence, in our latitude, nothing is more uncertain than the direction of the wind on any given day. "As fickle as the wind" has passed into a proverb. But, in a general way, we may regard all our northerly winds as a part of the great current flowing towards the equator; and all our southerly winds as a part of the return-current seeking the poles.

But, notwithstanding the uncertainty which wind will prevail at any given time or place, on the whole, the return winds,—the south-west winds,—prevail more than the others. There are many evidences of this fact, one

of which is the direction in which the solitary trees on our prairies lean. The boundary line, between the Trades and the region of variable winds, may be said to be at about 30 degrees of latitude; but this limit is much modified by circumstances; and it changes considerably with the season, being further north in our Summer.

We may exhibit the definition and classification of winds by a scheme as follows :

Wind, air in motion.	{	Irregular.			
		Regular.	{ Constant=Trade-winds.		
	{		{	Season=Monsoons.	
				Diurnal=Land and Sea Breezes.	

In our next paper, I will speak of the transportation and distribution of water by means of the winds.

E. C. HEWETT.

OFFICIAL DEPARTMENT.

Q. Is it the duty of State's Attorneys to prosecute for "fines and forfeitures" before justices of the peace? Ans. I am clearly of the opinion that it is the duty of State's Attorneys to prosecute proceedings before justices of the peace, to recover fines and penalties, which, when recovered, belong to the school fund. (See Laws of 1872, p. 19, sec 3.) It is also the duty of the State's Attorneys *to pay such moneys over without delay*, to the County Superintendent, that they may be placed to the credit of the fund to which they properly belong.

Q. Does the law, (Sec. 54,) defining a school month as "22 days actually taught," prevent teachers from making a contract to teach twenty days for a month? Ans. *It does not.* The law fixes the school month at twenty-two days actually taught; but this provision does not debar directors and teachers from entering into contract as to time. By contracting to that effect, directors may hire a teacher by the day, week, month, term or year, and agree to pay so much money for any one of these divisions of time. They must, however, bear in mind that five months of 22 days each, or 110 days, must be taught in the school-year to entitle the district to share in the public money.

From this statement, teachers can see the wisdom of entering into a written agreement before commencing school, so there may arise no doubt as to time, holidays, &c. If the contract is silent on the point, or if there is no contract, then the law will require 22 days for a month, and time lost for holidays must be made up.

S. M. ETTER, State Supt. Schools.

An important legal decision has been rendered by Judge Zane, of the Sangamon Circuit Court. The opinion of Judge Zane was upon the following statement of facts: The trustees of the schools of township No 13, north range 5, west 3d p. m., at their regular meeting in April, 1874, made an order consolidating districts No. 3 and 10 into one district, and designated it No. 3. The township treasurer made a full record thereof in the record book of the trustees, and filed a copy thereof, together with a new map of the township, in the office of County Clerk, but failed to file therewith a list of tax-payers resident in the newly arranged district, and because of such omission a resident and tax-payer thereof questions the validity of the consolidation. The County Superintendent of Schools, P. J. Rourke, after a hearing of the case, decided that the omission on the part of the treasurer to file the list of tax-payers was such a violation of the fifth clause of section 33 of the school law as to invalidate the consolidation. By agreement, the matter was referred to Judge Zane to decide, the following question being submitted:

Is it essential to the validity of the consolidation of two school districts that the treasurer of the township in which the two districts are situated shall, within ten days after the act of consolidation, file a list of the tax-payers resident in the new district, in the office of the county clerk?

The judge took the same under advisement and delivered a lengthy opinion, closing as follows:

I, therefore, hold that it is essential to the validity of the consolidation of two districts that the treasurer of the township in which they are situated shall, within ten days of the date of the order of consolidation, file in the office of the county clerk, a list of the tax-payers resident therein. It follows that the district in question has no legal existence, no such list having been so filed.—*Inter-Ocean*.

EDITORS' DEPARTMENT.

The well-known firm of Hadley Bros. has dissolved and reorganized, Theodore T. Gillingham becoming the third member. The firm name is Hadley Brothers and Co.

We desire to call the especial attention of our readers to Miss Branch's article on "The Model Primary School." It is full of good sense.

UNIFORMITY OF TEXT-BOOKS.—In the Illinois Legislature a vigorous effort, encouraged by a majority of the teachers, was made to enact a law, providing for a uniform set of text-books for the entire State. After a long and animated discussion, the motion was lost by a very decided majority. The strongest objection to the measure seemed to be the acknowledged impossibility of finding incorruptible men to whom they could give the authority to make a selection. County Boards now select books which must be used in all the schools of the county for at least five years.

We take the above extract from the *Los Angeles Schoolmaster*, that we may correct some of the many mistakes in it. First, no vigorous effort was made for such a purpose; on the contrary, the attempt was "powerful weak." Nor "did a majority of the teachers favor it"; we have yet to hear of the *first* teacher who is in favor of such a project. We do not know that it would have been impossible to find "incorruptible men" to make the selection, but we should not wish to subject even honest men to such temptation as would beset a position like the one proposed; and besides, men may fail in judgment as well as in integrity. "County Boards" have not the least iota of authority to select text-books in Illinois; they may recommend them, that is all. The power to select is where it ought always to be, solely in the hands of the directors of the district; and the choice, once made, must stand for at least *four* years, not "five".

This question of State uniformity of text-books, we do not propose to discuss now; we have our decided opinion upon it; perhaps, it may be guessed from what we have just written. And the reports that we have heard from states that have adopted uniformity, even in counties only, do not help to make us think more favorably of the project. We wish some of our friends in those states would give us a plain statement of facts for the readers of the SCHOOLMASTER.

The *National Sunday-School Teacher* says: "A missionary of the American Sunday-School Union says that in a certain village in Kentucky he could not collect twenty dollars for Sunday School missions because the citizens had just sent five hundred dollars for tickets in the Louisville Public Library Lottery. In other places he found that every dollar above what was required to procure the bare necessities of life was put into those lottery tickets. That lottery in the end will cost the State of Kentucky ten times the sum that it would have cost to pay for the library by a good honest tax. As it is, it will always be a monument to State-encouraged gambling".

We wonder how a teacher in Louisville, or in any of these villages, could teach his pupils to shun the evils of gambling while this nefarious scheme was going on. And this is a point of public morality that no teacher should neglect. Gambling in all its phases, sharp practice in trading, peculations by employes, breaches of trust, and corruption in public officers, all have their root in the same principle, and are all equally dishonest.

In many towns the schools have closed for the year, and the teachers are enjoying the needed rest. The mercury thus far has kept sufficiently low to render school-work a delight. In the country districts, the schoolmaster is supplanted by the schoolma'am, who will in turn retreat in good order when the autumn leaves begin to fall.

The year has been a close one in financial circles, and several towns have tried the doubtful experiment of *cheap* teachers. In not a few instances the failures have been so pronounced as to require a change. We doubt not in every instance where persons have been employed *simply* because they were cheap, the schools cost all they were worth. We must sooner or later adopt the policy of paying living salaries, and retaining the same teachers where they are successful, for the longest time possible.

The following circular has been issued from the office of the School and College Association of Natural History.

Normal, Ill., May 1st, 1875.

CIRCULAR NO. 4.

The executive committee of the association are pleased to announce that arrangements have been completed for a summer meeting of the association, for the study of botany and zoology, to be held at the museum at Normal, Illinois, commencing July 14th, and continuing until August 11th.

Instruction of the highest grade and every needed facility for work and study, both elementary and advanced, have been provided in the following branches:

1. Systematic and structural botany of the flowering plants.
2. Cryptogamic botany, with especial reference to mosses and fungi.
3. Systematic zoology, with especial reference to entomology and ornithology.
4. Comparative anatomy, illustrated by mounted skeletons and other preparations, and by series of dissections made by the students under the eye of a competent instructor.

The museum collections and library, together with thoroughly furnished study and dissecting rooms, are offered for our use. A sufficient number of good microscopes has been secured for the use of students in the study of histology and the lower forms of life. Marine material will be provided fresh from the sea; and arrangements have been made for the supply of inland specimens of all varieties and in any desired quantity. Occasional excursions will be made by the class, to give opportunity for field work.

The following gentlemen have been engaged as instructors for the term:
Prof. B. G. WILDER, President of the College of Natural History in Cornell University, New York.

Prof. W. S. BARNARD, Ph. D., (professor of zoology at Penikese last year).

Prof. T. J. BURRILL, of the Illinois Industrial University.

Prof. CYRUS THOMAS, State Entomologist.

Prof. S. A. FORBES, State Normal School.

It is found necessary to limit the attendance to fifty students; but within this limit, the class will be open to *the teachers of the State*. It is desirable that all names should be sent to the committee by the fifteenth of June.

A part of the expenses of the session will be defrayed by a tuition fee of ten dollars for each student; the remainder has already been provided for through the generosity of friends.

E. A. GASTMAN, Pres.

S. W. PAISLEY, Sec.

S AND C. A. N. H.

We desire to present a full report of the Summer Institutes in our July number. Will the County Superintendents please to favor us with the required information? Several have already done so, as will be seen by the present number.

What shall be done at Philadelphia next year to give a respectable showing of the school-interests of the country? Model school-buildings, patent furniture, text-books statistics etc., will not be wanting; but who shall devise a scheme that shall give the intelligent foreigner a peep into the American School in its working garb? What shall we attempt as an exhibit of results? Send on your suggestions.

EDUCATIONAL INTELLIGENCE.

REPORT OF ATTENDANCE FOR APRIL 1875.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor Tardy.	SUPERINTENDENTS.
Chicago.....	37 519	20	34 715	32 909	94-4	6 017	.....	J. L. Pickard.
Quincy.....	2 385	20	2 129	1 949	92	49	.....	T. W. Macfall.
Hannibal, Mo.....	1 883	20	1 262	1 179	93-4	239	.....	551 *G. W. Mason.
Decatur.....	1 611	20	1 454	1 370	94-1	194	.....	714 E. A. Gastman.
Rock Island.....	1 428	20	1 327	1 238	93	72	.....	500 J. F. Everett.
Elgin.....	1 102	20	1 025	970	94-6	244	.....	490 C. C. Kimball.
Lincoln.....	1 065	20	686	641	93-4	200	.....	207 L. T. Regan.
Warsaw.....	788	20	655	633	96-6	79	.....	346 John T. Long.
Macomb.....	723	20	657	626	95-2	41	.....	373 J. G. Shedd.
Morris.....	708	20	621	572	92	209	.....	273 H. H. C. Miller.
Litchfield.....	626	20	562	528	93-7	55	.....	263 L. M. Hastings.
Shelbyville.....	532	20	476	421	90	30	.....	163 T. F. Dove.
Sycamore.....	525	20	476	447	93-9	84	.....	188 Harry Moore.
East Mattoon.....	488	22	.....	453	95	74	.....	146 N. C. Campbell.
Rochelle.....	423	20	387	371	95-8	17	.....	191 P. R. Walker.
Du Quoin.....	369	23	309	285	92	139	.....	60 John B. Ward.
Petersburg.....	359	..	370	246	80	.....	.....	M. C. Connelly.
Lena.....	324	..	305	286	93-8	28	.....	81 Harry A. Smith.
Warren.....	309	20	292	273	92-4	17	.....	121 D. E. Garver.
Summerfield.....	195	22	190	138	71	.....	.....	Robt. A. Tyson.

NOTICE.—These reports must reach us before the 16th of the month to insure publication.

*Principal High School.

In response to a circular respecting Summer Institutes, issued by THE SCHOOLMASTER, the following information has been received.

Champaign County will hold a six weeks' session at Champaign, beginning July

19. The following instructors are engaged:

PROF. E. C. HEWETT, Normal—U. S. History and School Economy.

PROF. T. J. BURRILL, Industrial University—Botany and Zoology.

PROF. W. B. POWELL, Aurora, Ill.—Language.

DR. M. S. BROWN, Champaign—Physiology, with charts.

MESSRS. LANNING and PALMER—Arithmetic.

MISS J. C. BRYANT, Champaign—Elocution.

PROF. D. HAYDEN LLOYD, Champaign—Vocal Music.

Christian County.—The regular meeting will occur the last week in August.

Clark County.—We design holding an Institute some time during the month of August.

"MACK."

Cumberland County.—The second session of the Cumberland County Normal Institute will be held at Neoga, commencing Monday, July 19th. The term will continue six weeks, and the course will include *all* the common-school branches. Tuition \$5.00. Board \$3.00.

Examination at close of term by the Superintendents of Shelby, Coles and Cumberland counties. Principal, F. E. HOBART. T. C. K.

DeWitt County.—The Annual Teachers' Institute for DeWitt County, will be held in Clinton, commencing July 20th, 1875, and continuing four weeks, if practicable. Competent instructors will be engaged to conduct the exercises during the session. The common branches will receive particular attention. There will be a class organized in the Elements of Science for those wishing to pursue those branches.

A tuition fee of four dollars will be charged each member to defray expenses. All who contemplate teaching in the county during the following year, are expected to be present. By order of Executive Committee.

MARY S. WELCH, County School Superintendent.

Effingham County.—A County Normal School will be held at Effingham, Illinois, beginning on the 5th day of July next, and continuing five weeks.

Prof. J. W. Cook of the Illinois State Normal University, will give instruction in the various branches prescribed by law and in the theory and art of teaching. Instruction will be suited to any, whether teachers or not. Terms, \$6.00.

For further information, apply to or address

OWEN SCOTT, Principal,
Effingham, Illinois.

Henderson County.—A second session of the Normal Institute will be held at Biggsville, commencing July 19th, and will continue five weeks. Instruction will be given in all branches required by law, in connection with thorough Institute drill. Mr. J. H. Stevens, assisted by Miss Ada Caswell, will conduct the Institute under the supervision of the county superintendent. Tuition \$5.00.

Mr. Stevens' success last term is sufficient commendation. Miss Caswell is an advanced pupil in the State Normal University and a successful teacher. Teachers attending this Institute will enjoy a rare opportunity for improvement.

JAMES M. ARTHUR, Co. Supt. of Schools.

Henry County.—There will be held two drills of three weeks each. The first to be held at Kewanee, commencing July 12th, and the 2d at Geneseo, commencing Aug. 2nd. The County Supt. will be assisted by W. H. Russell of Kewanee, and Chas. Riley, Principal of High School, Moline, Ill., in conducting the exercises.

Yours Truly,

B. F. BARGE.

Kane County.—"SCHOOLMASTER"—There will be held in Kane County at Geneva, during the month of July, a Normal Drill for teachers, continuing, at least, three weeks.

Yours,

C. E. MANN, Co. Supt.

Lee County.—I intend to hold a County Institute in Dixon during the Summer—probably in August. When the time is definitely decided on, I will inform you.

Yours Truly,

DANIEL CAREY.

La Salle County.—DEAR SCHOOLMASTER.—The La Salle County Teachers' Institute will meet at Mendota, 3rd week in August. Will send notice in full when arrangements are completed.

Yours Truly,

R. WILLIAMS, Co. Supt.

Logan County.—A Normal Institute will commence in Lincoln on the 12th of July and continue four weeks. All of the branches required for a first-grade certificate will be taught. Profs. Geo. J. Turner and J. C. Scullin and myself will do the teaching.

J. G. CHALFANT, Co. Supt.

Montgomery County.—A Teachers' Training School, to continue nine weeks, will commence at the Academy building at Hillsboro June 1.

FRANCIS SPRINGER, Co. Supt.

Morgan County.—ILLINOIS SCHOOLMASTER.—A Teachers' Drill will take place here this Summer, commencing August 16th, continuing three weeks. Terms, \$1.00 per week. I will have particulars ready for your July No.

HENRY HIGGINS, Co. Supt.

Wayne County.—DEAR SCHOOLMASTER.—There will be no Teachers' Institute here until the last week in August.

Truly Yours,

FRANCIS M. WOOLARD, Co. Supt.

Whiteside County.—The third session of the Whiteside County Normal Training School, for the better preparation of teachers for the school room, will open at Lyndon, July 12, 1875, to continue six (6) weeks, and will close with an examination for certificates. The entire forenoon each day will be devoted to the ordinary branches. Especial drill in English Grammar. Particular attention will be given to the latest and best methods of primary instruction, especially the "word method".

A. S. Kissell, former State Sup't Pub. Ins. of Iowa, has been engaged to lecture. Other distinguished educators will be engaged.

Tuition, \$5.00 in advance for the entire term, including all departments and free admission to all lectures.

For any information desired, address,

O. M. CRARY, Co. Supt. of Schools.

Will County Superintendents, who have not done so please send information asked for?

Supt. Varner of Calhoun Co. writes us that the County Court of Calhoun, is anything but a cordial supporter of the common schools. "I find that there is as much difference between schools taught by teachers who are thorough in their profession, and those taught by persons not qualified for their profession, as between day and night."

Supt. Samson of Union Co. reports that the County Court allows him but *sixty days* for all the duties of his office, and appropriates nothing for Institutes. As a consequence, he is, of course, obliged to make his school work an incident.

Miss West, Supt. of Knox Co., is holding brief Institutes in various parts of that county. She hopes, in that way, to reach teachers who do not attend the general Institute, a session of which will be held some time in the summer.

The teachers of Jersey Co. are to meet May 29th, in Jerseyville, to take measures toward a Summer Institute under the management of Prof. Pike.

Supt. Springer of Montgomery Co. says: "The rank of qualification among the teachers here is on the advance. The indifferent and worthless are gradually finding their true standing, and are either quitting the business or are working up to respectability of scholarship."

An Institute was held at Broadwell, Logan Co., in April. Supt. Chalfant's lecture is highly spoken of, as is the work of Prof. Turner, of Atlanta; Prin. Starkey, of Broadwell, and Prof. Scullin of Elkhart. Miss Lizzie Splain, of Lincoln, read an essay which is pronounced A 1.

J. B. Roberts of Indianapolis High School, is receiving the warm support of his new friends in "Hoosierdom." An Indianapolis paper has the following:

The principal, J. B. Roberts, a gentleman about forty years of age, came from Galesburg, Ill., last fall, and has already won the reputation of being a thorough scholar and an excellent teacher. His first innovation was to add the study of Greek to the curriculum; and, judging by the examination of his class this morning, it has found several enthusiastic admirers. It seems strange that Greek should not have been taught here before, but, if I am correctly informed, it never has been. Evidently former principals have not been sufficiently posted in this "noble language" to encourage its study.

R. A. Tyson of Summerfield goes to East St. Louis.

L. S. Kilborn is doing fine work at Marshall.

STATE EXAMINATION—Supt. Etter will hold an examination of candidates for State certificates, at Normal, on the last week in July, or the first week in August. Miss S. E. Raymond, Supt. of Bloomington Public Schools, and Professors Stetson and Forbes, of the Normal, will assist in the examination. More particulars next month.

It is announced that a class in Natural Science will hold a session of four weeks this summer, in Peoria, beginning on July 5th; Tuition, \$15.00. Prof. Burt G. Wilder will be present three weeks, and will give at least twelve lectures, besides other instruction. Prof. Comstock, also of Cornell University, will be present the whole session, and will give at least twenty lectures, with other instruction. Prof. Alphonso Wood, the author will also be present the entire session. S. H. White, of the Peoria Normal School, will give further information to any who may desire it.

Menard County. The Teachers' Association held monthly meetings at Petersburg, on the 24th of April, and the 22d of May. Prof. M. C. Connelly is President; and J. Grant, Secretary. At the former meeting, Miss Annie Masters read an essay on the "Use of Time", which was published in the *Menard County Times*, for May 1st.

SOUTHERN ILLINOIS NORMAL.

There are now in all departments 278 pupils. The health is generally good. One young lady has been compelled to leave school on account of sickness.

The different departments are now distinguished by the style of hat worn. The ladies of the Normal department have the credit of making the innovation.

Dr. Thomas has received his commission as State Entomologist, and will fit up his office in the Normal building.

The contracts for grading and fencing the University grounds were awarded on the 5th of May, and work will be begun immediately. The appropriations for these purposes were insufficient; hence there will be a picket fence only on the north and east, and a board fence on the other sides. Grading will be done only on the north and east front.

The great orthographical tidal wave has struck Carbondale at last, and there will be a spelling match in the Normal soon. An admittance fee of 10 cts. will be charged, and the proceeds used in beautifying Normal Hall. The first commencement will occur on the 17th of June. No graduates; but an interesting time is expected.

The Literary Societies are preparing to give a public entertainment at the close of the term. Prof. J. C. Pickard of the Industrial University has been visiting here, and gave a very enjoyable parlor Reading to about 40 invited guests.

The prospect for a large yield of fruit was very flattering, but the severe April weather literally "nipped it in the bud." The loss to this Co. is very heavy. Peaches will be an entire failure. Jack Frost, like sorrow, leaves his traces behind.

The catalogue for the year will contain over 400 names. An institute for teachers will be held during the month of August in the Southern Normal, conducted by the faculty.

BOOK TABLE.

Harvey's Graded-School Readers, by T. W. HARVEY, A. M. WILSON, HINKLE & CO. Cincinnati and New York.

This expected series has made its appearance and asks the candid consideration of the school men of the country. It consists of five books, covering in the aggregate, one thousand pages.

THE MECHANICAL EXECUTION.—The books are firmly bound; the First, Second and Third in light-colored covers, the Fourth and Fifth, in black.

The paper is of excellent quality, and the pages present a bright, cheery appearance.

The typographical work is all that the publishers need wish. The proof-reading has been conscientiously done; the most careful scrutiny reveals very few errors.

The illustrations are exceedingly fine, and are found in all of the books. They number about two hundred and fifty. They deserve more than a passing notice. Few are poor, while many are very beautiful.

THE PLAN.—The "First" is so arranged that any of the methods now in use may be employed with it. The words first used refer to familiar objects and actions, and are accompanied by appropriate pictures. For those preferring the "Phonic Method" diacritical marks are used in all words introduced for the first time. They are dispensed with in the reading exercises, and are found only in the words placed at the beginning of the lessons. The "First" contains about 550 different words. As soon as the diacritical marks are learned, the pupil is able to master his advance lessons without the aid of the teacher. The arrangement of lessons which serve as reviews is a novel feature of the "First." On p. 5 of this book, we find the letters properly marked to represent all the elementary sounds, except *u*, of the words first introduced. Why this omission? How about *h* on p. 6? We find no reference to it in the book; the same is true of *zh*.

The "Second" opens with a "chart of vocal sounds." By what authority is *a* in *fast* accounted a long sound? Does *u* represent an elementary sound in *use*? What difference between *e* in *err* and *u* in *urn*? between *r* in *car* and *r* in *roar*? What are the correlatives of *b*, *d* etc.?

The marking of letters is continued through the "Third." Here, a few definitions are introduced and the sounds are divided into vocals, subvocals, &c. Articulation exercises are also introduced, which are continued through the remaining books.

On p. 10 of the "Fourth", is a "Chart of Vocal Sounds." Here, as before, *a* in *pass* is accounted a long sound, a distinction is made between the sounds of *e* in *err* and *u* in *urn*, and between initial and terminal *r*. The word *use* does not well illustrate the sound of "long u," since the sound of *y* is first heard, and Webster, at least, regards the vowel of this word as the "long double o." The articulation exercises are continued; and in the "Fifth" a few principles of elocution, with illustrative selections, are added. Defining lessons are given in the "Fourth" and occasional "emphasis exercises" in the "Fifth."

THE MATTER is excellent. It has been selected with great care, and we believe will bear the scrutiny of the class-room: that is the only crucial test, also, of the grading.

Our limited space forbids a more extended statement in detail. The appearance of a new series of readers is an important event in the educational world, since so many catch the key-note of their early reading—and what is more important?—from the school reader.

The retail, introduction and exchange prices are as follows:

First, 20c, 15c, 10c; The Second, 45c, 34c, 24c; The Third, 60c, 45c, 30c; The Fourth, 90c, 78c, 45c; The Fifth, \$1.15, 87c, 58c.

Politics for Young Americans, by CHARLES NORDHOFF. New York: HARPER & BROTHERS; pp. 253; price \$1.25.

It is a long time since we have seen a book that pleases us as much as this one; it is written by a clear, vigorous thinker, and in remarkably plain and straight-forward language. Furthermore, it treats upon subjects that should be studied by all the youth of this country. We do not suppose a person can be found that will agree with the author in *all* the opinions he has expressed so sharply and dogmatically; but the book is so timely, so thoroughly honest, and so full of hard common-sense, that we wish it could be studied not only by every youth, but by every grown man in the country. We should have fewer calls for "paternal government"; and demagogism, communism, strikes, shams, and nonsense generally, would have their chances of success wonderfully diminished.

The book is divided into forty-three short chapters, besides the Appendix. This contains The Constitution, The Declaration, The Articles of Confederation and Washington's Farewell Address. We give a few heads of chapters: "Of Liberty and the Province of Law; of the Usefulness and Inconvenience of Free Government; of Political Parties; what officers should not be elected; of Town Meetings; of Education; of Taxes; of Money; of Labor and Capital; of Usury Laws; of Banks; of "More Greenbacks"; of Strikes; of the American Political System; of Trial by Jury; etc."

The book grew out of a series of papers written by the author to instruct his son, a lad of sixteen. He is taught that it is not only the right but the duty of all citizens to take an active part in politics; that to shun such pursuits is as unsafe, as it is cowardly. The author's opinions are very radical, and are dogmatically expressed; but, on the whole, the tendency of the book is conservative.

We quote a few statements, because we approve them, and to show the writer's style: "I believe that free government is a political application of the Christian theory of life; that at the base of the republican system lies the Golden Rule; and that to be a good citizen of the United States one ought to be imbued with the spirit of Christian-

ity, and to believe in and act upon the teachings of Jesus", p. 5. "The multiplication of laws has become a curse to the country, and has a tendency to bring into contempt, not only laws, but those who make them". p. 17. "I wish you to believe that such forcible interference of the Federal Government, except for special, temporary and extraordinary occasions, as to quell a sudden riot, is unwise and dangerous; because it debases public spirit, and enervates the orderly part of society, whose highest duty it is to rule, and to punish wrong-doers." "Benevolent and philanthropic men, unless they are also wise, which is not always the case, are fond of trying to make "men virtuous by act of Legislature." "Our own politics are less corrupt, and our own politicians, taken as a class, are far more scrupulous, than those of most free nations have been, either in ancient or modern times."

Mr. Nordhoff generally writes excellent English, but why will he use "that" as an adverb? See p. 102, and many other places. And why will he separate the parts of an infinitive verb, as he so often does? And why does he choose to say "repairable", as on p. 179?

To persons familiar with Messrs. Harpers' books, we need hardly say that the book is beautifully printed on smooth, good paper, and is tastefully bound.

BUSINESS ITEMS.

TREES! TREES!! TREES!!!—The Central Illinois Nursery, Normal, has for the Spring trade a full line of Nursery stock, including a supply of good, sound trees of all kinds, grown since the cold winter of 1872. During that Winter all my stock was killed and I promptly burned it. *Plant no tree more than two years old.* Agents wanted. Teachers, whose winter-term has closed, can find paying business by addressing: James Worden, Normal, Ill.

ANNOUNCEMENT.—We have the pleasure of informing our numerous friends, among the teachers and members of Boards of Education, that after occupying for several years narrow and inconvenient quarters, we can now invite you to visit us at our commodious and well-stocked store, 63 and 65 Washington street. Messrs. Scribner, Armstrong & Co., James R. Osgood & Co., and L. Prang & Co., publishers, have their offices with us, and their representatives, Messrs. O. S. Cook, Thomas Charles, and Col. J. H. Ammon, will always be pleased to meet you and extend to you the courtesies and attentions for which gentlemen of their class are proverbially distinguished. When you visit the city, or come "down town," we hope it may be convenient for you to make your headquarters at our place. You shall receive a cordial welcome.

Yours truly,

May 10th, 1875,

HADLEY BROTHERS & Co.

Just as we go to press we receive the programme of the Inter-County Institute, to be held at Paris, June 3d, 4th, and 5th. A good time may be expected.

ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

JULY, 1875.

NUMBER 86.

IMPARTIALITY.

She was just like a mother to us; I can not imagine how we could have lived without her. She had taught more years than any of us have lived, yet it had not soured or hardened her in the least. She was as young at heart as any of us, and more tender and sympathetic than a young person can be; for she had been through all our experience, and knew just *how little things hurt*; so she could sympathize understandingly. She had been our teacher from the time when we wept our little weeps over addition or fractions, till we brought our graduation essays to her for correction;—our friend and adviser always.

Now we were teaching, Lizzie, Emma and I, and found more need than ever of Miss Elliott's aid and comforting. Friday nights we would gather round her, in that blessed old sanctum, up close to the roof, and pour the week's experiences into her sympathetic ear.

She had taught all the week too, with as many scholars as all of us put together,—and doubtless had vexations and troubles as well as we, but somehow, we never thought about that, and she never reminded us of it. It all seemed so natural then that she should bear our burdens, we never stopped to think how it came about. *Now* I believe it was because she always had "A heart at leisure from *itself*, to soothe and sympathize."

There had been a break in our circle for some months; Emma had been teaching in a distant city. Now, she had returned, and we were in our usual Friday-night cluster around Miss Elliott. As our customary chatter was quieting down somewhat, Lizzie said; "How does it happen, Miss Elliott, that you say so little to us about school government?" "That's just what I've been thinking"; said I "You have told us how best to teach arithme-

tic, grammar, history, and all the ologies, from A—B—C—ology, up; yet, you never tell us how to keep the harum-scarum youngsters out of mischief, or what to do with them when they do get into it."

"I thought you knew all the laws of mischief by heart, and so had no need of teaching," said Miss Elliott, her eyes twinkling comically. I subsided; ever since becoming a teacher, I had been subject to fits of repentance for the trouble I used to cause my teacher,—said paroxysms being always produced by some mischievous prank in my scholars so exactly like those I used to play off on my teacher, I could not deny their relationship.

"Setting a thief to catch a thief; is that it?" asked Lizzie. "I suppose you think we tried all sorts of mischief ourselves, and so learned, by experience, your method of dealing with such cases." "It is partly that," said Miss Elliott, laughing; then continued more soberly, "but mainly because government is so much an individual matter between each teacher and every scholar, that no general rules for it can be given. When I was of your age, I could have written volumes on school government, telling exactly what to do in this, that and the other case; but the older I grow the less faith I have in any cast-iron rules. What we need in government is *flexibility*; to suit itself to each particular case, we must study each scholar separately, his disposition, tastes, home-surroundings, *all* influencing circumstances, and then deal with each as his case requires. 'What's one man's meat is another man's poison.'"

"That's so!" exclaimed Emma, with more force than elegance. We did not mind the elegance; her face showed she had an 'experience' to tell, but she was not quite ready to tell it. We knew her too well to hurry her, feeling she would tell it all in good time. So Miss Elliott continued. "Here are a few general rules which may help you.

Don't talk much about order:

Don't stand on your dignity.

Don't be afraid to join in a laugh with your scholars, even if the laugh is against you.

Don't be afraid to confess to them that you are wrong, when you *are* wrong.

Don't let your scholars be afraid of you."

Our eyes opened wide. "Well," said Lizzie with a gasp, "most people would exchange your 'don'ts' into 'do's.' Still,"—after thinking a moment—"I do believe that is just the way you did with us; you never did stand on your dignity; we never were afraid of you; but I thought it just *happened* so because you had always known us and because—because"—Emma finished her sentence—"Because you loved us so."

"That is just it," responded Miss Elliott, warmly. "*Loving* our scholars is the great secret of governing them. Not that *wishy-washy* kind of love which allows them to do just as they please—ride to destruction at a gallop if the exercise delights them—but a love so strong, so pure, it can bear to sacrifice, in them or in ourselves, the right hand or the right eye, rather than have them to offend. Such love is keen-sighted; it reads the character of each child, and so helps us to deal with all according to their several needs. It will never do to consider our scholars as so much "boy," or "girl," cut off from the general supply, and treat all alike. There's a deal of nonsense written about impartiality—treating all alike. No two scholars *ought* to be treated alike."

"I tried treating all alike," exclaimed Emma, "and I almost broke a poor girl's heart;" the tears sprang to her eyes as she spoke. "Tell us all about it," said Miss Elliott, encouragingly. "Well, you know I had never seen one of my pupils till I commenced teaching; knew nothing of their dispositions, histories or surroundings. But, I heard so much of the 'partiality' shown by my predecessor, I determined that sin should not be laid to my charge; I would treat all just exactly alike; and a pretty mess I made of things by so doing.

"There were fifty different bodies and souls, each built on its own individual plan,—very strange plans some of them seemed too'. There was one, the ugliest looking mortal I ever saw—ugly in the American sense, I mean, not the English, for she was not so homely, her features were good, so was her figure—but such an expression I never saw on any human face. It fairly made me shudder, it was so full of hate;—yes, *hate*—no softer word expresses it," she said, in answer to Miss Elliott's deprecating look. "She seemed to hate the whole world, all the scholars, me; a sullen, dogged hate it was, fairly glaring out of every look and motion. It was defiant, as well as sullen, if you can picture such a combination. She never did resist my authority, yet she seemed always on the point of doing so. I should not have been surprised any moment to have her knock me down,—every time I spoke to her, it seemed as though I could fairly feel the clinching of her fist to do so."

"Poor girl," said Miss Elliott, she did not say which girl, and we thought she meant Emma; but Emma knew better.

"Poor girl, you may well say," she replied: "and there I was such a dolt as not to know there must be *some* peculiar reason, which demanded peculiar treatment, for such an unnatural state of things—a young girl's body with a hardened, hating soul inside it—so I went stupidly on with my treating-all-alike, never trying to get at the terrible secret, or to draw that poor fiend-haunted heart one particle nearer me."

"But I am sure you were kind to her," said Lizzie, who could not bear to see Emma's self-reproach. "Kind!—I just let her alone, when letting-alone was the worst unkindness I could have done the poor thing. I believe one thing that made me worse was that her name was Lizzie, it seemed such a desecration; I could not quite forgive her for having your name. I could not get near her; at least I never tried, but just heard her recite with the rest, said "good morning," when we met, and "good night," when we parted; and that was all.

"I am ashamed to own that things went on so for two months, till one afternoon I was astonished to see Lizzie's head down on her desk, and her whole frame shaking as with suppressed sobs. I never had seen a suspicion of tears in her eyes, did not believe she *could* cry, was vaguely wondering what would come next, and what I should do about it, when the bell sounded for dismissal, and the scholars filed out. Lizzie did not stir till the last one had left the room; then, suddenly rushing up to the desk where I sat, she threw herself on the floor at my feet, burying her face in my lap, and burst into such a tempest of sobs and tears, it fairly frightened me. It was nothing like the crying of a young girl, but like the wrestling of a strong man with his agony. I tell you it was terrible; she shook all over,—her face was fairly purple. I thought she was going into convulsions. I tried to soothe her, to find out what was the matter, but for a long time could get nothing out of her but 'My father!' 'My father!' Is he dead? 'No, No.' Sick? 'Oh, no.' What *does* ail him? Not till after half an hour's trying did it come out. 'They say he is a murderer.'

"Then the truth dawned upon me. I had heard the story on first coming to the city, but as then all the names were strange, I had not connected the incident with Lizzie's father.

"He was a police officer, slight in body, but plucky to foolhardiness. His comrades jeered him on account of his size, even hinted that he was lacking in courage—not because they believed it, but only, as they said, 'to see the little fellow spit fire.' Stung by their taunts he determined to show them the stuff he was made of, by undertaking a job from which they all shrank,—the arrest of a notorious rough. He was advised to take a *posse* with him, as the man was a big, burly fellow, always ready to fight, and would probably be found in some saloon, surrounded by his fellows. But Lizzie's father was in no mood to ask aid of his fellow officers; so he set off alone, saying he could call on citizens for help. He found his man in one of the worst dens of the city, went in single-handed to arrest him, and, as a natural consequence, was himself almost beaten to death, and to save his own life, fired a shot which killed his antagonist." "But his act was justifiable," said we

all. "Yes, but remember, the only witnesses were the dead man's friends, and their story made out a bad case for Lizzie's father. And for days he could not tell his own story, for he lay unconscious or raving in delirium from the effects of a blow on the head received in the *melee*; meanwhile his enemies worked up a strong public opinion against him, and he was arrested for murder. When the real facts were developed in his trial, he was acquitted. But the stigma remained; he had been accused of murder, many still believed him guilty. Then the man had really died by his act, not a pleasant thing to think about. Brooding over these things, aided probably by the disordered action of the brain, caused by his antagonist's blow, had completely transformed him. From being a genial, pleasant man, unusually affectionate to his family, he became gloomy, morose and petulant; 'not like the same man,' Lizzie said.

"The effect on her was terrible; seeing her idolized father suffer, as it seemed, so unjustly, embittered her against the world which had thus mistreated him. She hated men for doing him the wrong; she hated God for permitting them to do it. She was not a demonstrative girl; she could not put her trouble into words, but shut it up in her heart, where it rankled till she was well-nigh frantic. The outburst to-day was caused by her school-mates, with the thoughtlessness of children often so pitilessly cruel, taunting her with her father's disgrace. Now that the long pent-up stream had burst its barriers, it swept all before it. It was an hour before anything like calm came to the poor tempest-tossed soul. But it was an hour well spent to both of us, for in it we each learned a lesson we shall not forget to our dying day;—she, that loving is better than hating; and I, that it is dangerous to treat all scholars alike."

MARY ALLEN WEST.

AFTER SCHOOL.

BY JULIA V. PHIFER.

In the school-room I sit alone
And hear their voices die away,
In laugh and shout through the dying day:
While a sudden silence falls over the room,
As if it were holding its breath to hear,
And wondering, in a strange half-fear,
At the stillness, the absence, the sense of gloom,
Out of the blended voices grown.

Low from the West come the slanting beams,
Half-way over the dusty floor,
Over the notched, familiar desks

Weaving their dainty arabesques,
And lying broadly about the door,
And stretching away to the faint wood-line,
Over the fields with quivering gleams ;
Taking me into some land of dreams
And soothing my heart with their touch divine.

Back and forth by the open door
Flies a bird, emboldened by solitude,
Gathering straw for a wee brown nest,
Somewhere deep in the sheltering wood.
There are sparkles of red on his fluttering breast,
And he sings a little about his work,
Forgetful of Winter's gloom and murk,
Thinking, mayhap, of some future brood
O'er which he shall sing in the days to come ,
Safe shrined in the sunny walls of home.

From without, my glance roves back within,
To the line of light on the dusty floor,
With a sigh for the long-continued din,
For the sense of failure, the bitter pain,
For the wearying effort that all seems vain ,
And the struggle recurring o'er and o'er.

But there on the floor lies a faded flower
Dropped by the dimpled hand of a child .
They come again, as for many an hour
They have passed before me with smiling face,
With sunshine following clouds apace,
And tears from an April sky beguiled.
I feel the touch of their clasping hands,
Their young, fair lives come nearer mine ;
The love and light of their sun-rise land
Around me hover with touch divine.

There is one with a wealth of chestnut hair,
With a slow, wise smile and great, grave eyes
That are seeking the depths of mysteries,
And piercing to worlds that are far and fair .
Sometimes I fear, to her earnest gaze,
The veil will be lifted all too soon,
And the fierce revealings of sultry noon
Will follow the morning's dewy haze.

There is one with a fiery, tropical soul,
With head erect, and a steadfast look,
With eager longings for some Beyond,

For the best and greatest, that can respond
To naught in the lore of priest or book.
Some day, when life's strange, mystic scroll
Shall be opened wide, those eyes of hers
Will be filled with the grief of the universe.
The eagle soul, in its upward flight
Afar and aloft to the higher spheres,
Will weary and fail in its lonely height,
And mourn for the loss of these vanished years.

There is one, an orphan, with drooping face
And an upward look from her soft, blue eyes :
And one who sits all day in her place
With gathered brow over slate or book.
She will fill her days, in each smallest nook
With garnered knowledge, whose argosies
Will be the richest e'er sent to sea ;
And the tasks she is conning to-day will be
The easiest lessons life has to learn,
For, in after days, each page we turn
Is marked with tears that are born in sighs.

So, while in the school-room I sit alone,
The little ones are about me still,
The sounds of their tones through the silence fall.
For all of the care and sorrow known
Adown my life, there are joys that thrill
With compensation for each and all.

How many, I wonder, in years afar,
Will wear in the crown of womanhood
One bright gem, gathered from these fair days !
How many bear, through life's thorny maze,
One thought as pure and fair as a star !
These little ones, at the sun-rise gate,
With the Memnon-soul with its songs elate,
Waiting for life in a sunny mood.

Oh ! weary soul, take heart ! take hope !
The seed thou sowest at morn with tears,
Shall surely spring—though some may fail—
And bear its harvest in future years.
Though thou art mourning for thy lite-work,
Because it has borne thee naught but leaves.
Yet another reaper shall come some day
And bear from the harvest abundant sheaves.

GRAMMAR IN THE COMMON SCHOOLS.

THE DYING SCHOOLMISTRESS.

The story is told of a certain aged schoolmistress, who, when about to depart this life, sent for the cure of the parish, to attend upon her. One great sin burdened her conscience, and she could not die in peace without making confession. She began, but sighs, groans and sobs checked her utterance.

"I—I—I"—stammered she,—“Oh! I must tell it, and, perhaps I may be forgiven.” “You know, father, that I taught school forty years,—oh wretched sinner that I am!”

“My good woman,” said the cure, “be comforted; you will surely be pardoned, if you are so penitent. I hope the sin is not a great one.”

“But it is,” said she, “and I entreat you, do not call me good; I am not good.”

“Alas! my end approaches—I must out with it. Father, I accuse myself of having taught grammar; and—I—I—oh! I knew nothing about it myself!”

CONSCIENCE IN THE SCHOOLROOM.

The poor school mistress is the representative of a class, who, not having enough moral courage to go to the confessional as soon as they become conscious of ignorance, continue, day by day, to increase the burden on their souls,—thus hurting themselves greatly—but hurting others more.

The death-bed repentance may secure individual salvation, but cannot repair the vast amount of injury done to others, during a long and active life time.

Therefore, as the teacher has, perhaps, greater opportunities than any other individual, for inflicting irreparable injury upon the young, who are almost entirely at his mercy, the vehement outcry of the people should be, “*Let conscience ever be the presiding genius of the schoolroom.*”

It is cheering to know that many young teachers on becoming conscious of ignorance, show a rare amount of common sense in frankly admitting it, and earnestly asking aid of the veterans in the service. For the benefit of such, a few suggestions are here made, regarding the preparation necessary, for *teaching language*, and also *some hints* as to the method.

EXTENSIVE KNOWLEDGE INDISPENSABLE.

Success in teaching depends in a great measure on the impression made upon children, not only at first, but day after day, week after week, and month after month.

The people of to-day are not unlike those of the time when "The village master taught his little school;" therefore, as children are such admirable detectives, discovering without an effort, the smallest element of weakness, parents, too, being ever ready, as, perhaps, they should be, to listen to the *tale told out of school*, the teacher can, and it should be his aim to astonish with the great extent of his knowledge,—and, also, "to make the wonder grow!" To attain this end, however, two things are absolutely necessary. The head must really be filled with knowledge; and the hand must hold the *passe partout* which will open both mind and heart. The head of the pedant is never quite full;—*and* only the master-touch will bring music, alike from both harp and kettle-drum.

WHAT TO KNOW

Perhaps one great reason why teachers of language find their work so exceedingly disagreeable and succeed so well in convincing children that the study is dry and uninteresting, is that they have a very indistinct idea of the *thing* they are attempting to teach.

Language,—what is it?—Who can tell?—Grammars, Dictionaries,—professors, and presidents fail to explain: and, were one "on the wings of the morning to fly to the uttermost parts of the earth" to ask the question, echo would answer "What?" But, "call home the thought, shut out the world," and question *self*. The answer comes at once, a mysterious messenger, bearing news from the innermost depths of the soul; a something as necessary to the symmetrical development of the human being, as is the roar to that of the lion, the chirp to that of the bird, or the hum to that of the bee. A power, strong and mighty, yet submissive as a little child, sometimes too deep for utterance, yet by an effort of the will sent through the countenance, the sign or the gesture.

But the teacher has to deal with words, those "fetters that man makes to enchain and utilize language;" would that they were always golden fetters!

The subject is sublime; who is worthy to handle it!

2.—A knowledge of words and their uses is the next thing necessary: and this is to be found in the division of grammar, known as etymology.

The teacher should be able at a glance, to tell to what part of speech a word belongs, if in its ordinary use; but, it is not enough to know that this word is a *noun*, and that one a verb, and the other a preposition. The time would be as profitably, and more pleasantly spent, in memorizing the immortal poem, "This is the house that Jack built." There should be a correct knowledge of the uses to which words are to be put; and this would enable one to impress it upon children that the English language has a wide

vocabulary, and is rich in words, not only for stating facts, but for beautifying and ennobling thought.

3.—A thorough knowledge of syntax is necessary. This is not to be acquired by simply memorizing the rules, though we regard that as very essential. The great thing needful is a constant and careful practice in sentence-making. The workman may be perfectly familiar with all the material used in the structure of an edifice; but he must build and build, and keep building, if he hopes ever to become a master builder.

4.—Analysis.—Skill in the analysis of language is not only desirable as an accomplishment, but also, as an element of power.

The teacher should be able to detect at a glance, any beauty or deformity in the written work of his pupils, and to state to them, without hesitancy, whether their sentences are properly hinged, jointed and balanced. Such skill can be acquired only by long practice in analyzing the writings of our best authors.

5.—STUDY OF FOREIGN LANGUAGES.

No argument is required to prove that some knowledge of Latin aids wonderfully in giving a good understanding of the English; whilst a familiarity with the modern tongues, awakens an interest in the study of language as a science. Comparative grammar is a study at once useful and fascinating.

ARE THE REQUIREMENTS TOO GREAT?

No!

WHAT TO TEACH.

Language lessons should be given daily by the teacher, in both the primary and the intermediate departments. No text-book should be used however, as the little ones should be required to gather up the treasures that are scattered around them. But, when they are strong enough to enter the grammar department, they are strong enough to begin the study as a science. They should study etymology until they *know it*, and then they should study syntax until they *know it*. They should learn the rules, and fix them in the memory until they cannot slip away easily; but they should be required to know the meaning of every word or term made use of.

A text-book should be used, but the child must be trained to *think out the discourse*; and the teacher must be ever ready with a short and pointed exhortation, to be delivered only when common sense tells him it is called for. But the young teacher, amazed, cries out, "Such doctrine is opposed to

THE SPIRIT OF THE AGE!"

Jean Paul says that it is the end of education to elevate *above* the *spirit of the age*; also, that the spirit to be shunned must be known.

Progress is the master-spirit of the present age, having under him a host of subordinates ever ready to do his bidding.

In the department of language, these spirits, with Richard Grant White at their head, are doing an immense amount of mischief. It is not very surprising that the great leader, after having had such a heartrending and *hand-aching* experience as he had at five years of age, should entertain a profound dislike for the method of teaching grammar by rule; but it is surprising that he should have succeeded in misleading so many sensible men and women,—so many of the best educators of our day. Magazines and newspapers abound in attacks upon the old method, always winding up with scathing sarcasms and witticisms. The *Atlantic* for April gleefully quotes from the New York public school report: "English grammar has been reduced to its narrowest possible limits!" The May number also is loud in its denunciation of the old method. The Chicago *Tribune* of March 13, tells us that the Cincinnati pedagogues have united in an attack upon the study of grammar by definition and rule. The *Tribune* endorses this in full, and winds up by saying that technical grammar is a study for high schools, colleges, &c. The young teacher, in order to save himself from being carried away, must notice

CERTAIN ABSURDITIES.

Very few of those who are clamoring for reform, have made any suggestions with regard to a substitute for the old method. The *Tribune* shows a little consistency, however. It says, "the only sensible way to teach grammar is to make pupils familiar with the choice language of the great authors." It mentions Hawthorne, Thackeray and Goldsmith. How delightful! What teacher lives who would not prefer to listen to a few chapters of "The Marble Faun," "The Virginians," or "The Vicar of Wakefield," rather than to the conjugation of the verb "*to be*," or to the synopsis of "*love*." The child, however, would perhaps prefer the story of "Robinson Crusoe," for the sake of the story, or Dana's "Two Years before the Mast," on account of the wild, stirring events of the narrative; and, as the object seems to be to prevent any disturbance of his equanimity, or any opposition to his superior judgment, the introduction into the school-room of a very mixed kind of literature, may be confidently looked for.

Equally absurd is the notion that pupils will become skilled in the use of language by association with refined and educated teachers. That much may be gained by absorption, is unquestionable; but where is the teacher, even the most willing, who has time to devote even half an hour each day to social converse with his pupils?

The evils resulting from the adoption of the new theory are manifold. The mention of a few will suffice.

1. Incompetent teachers take a large crumb of comfort from it, and neglect to fit themselves properly for their work.

2. Children, catching the inspiration, (?) conscientiously enter the class room without any preparation whatever, and, if a competent teacher happens to require a recitation from memory, it is at once decided that he is "*behind the times.*"

3. The strength given by the amount of study necessary in order to acquire a good knowledge of grammar, is entirely lost. What is easily gained does not discipline; and even the child who has been accustomed from his cradle to hearing the purest English, needs to pass through the ordeal in order to become mentally vigorous; and besides, it is well to know the *why* as well as the *how*.

4. Our high schools are filled with young men and young women, who are asking for the first principles of a scientific knowledge of language, when the time should be occupied in studying analysis, rhetoric and composition.

PECULIAR ADVANTAGES OF THE OLD METHOD.

One having a knowledge of the rules of grammar will not, probably make a mistake without at once becoming conscious of it; if he is in doubt about the correctness of an expression, he knows how to test it; in a word, he is not liable to make himself ridiculous by blundering in public, in smiling unconsciousness of having blundered.

At a State Teachers' Association, a certain professor lectured on a topic of great interest to the audience. They listened attentively until he said—not once, but the second time:—"I *done* it."

Had he been required, when a boy to learn the list of irregular verbs *by heart*, and then taught, with emphasis, that a statement could not be made with a participle alone, he would have cause to-day to bless the memory of his teacher.

It is equally desirable to be sure of being right. This gives to the manners an ease and grace never acquired by one who is not *sure*. A young man made himself very unhappy by stating in company that he *lit* the lamp. He thought to correct himself by saying he *lighted* the lamp; but, not being *sure*, he made himself ridiculous by again stating that he *lit* the lamp. If he had been taught that "*light*" is a redundant verb, he would have been saved such painful and pitiable embarrassment.

Moliere in his inimitable comedy, '*Le Bourgeois Gentilhomme*,' gives a fine illustration of this.

Monsieur Jourdain is very rich, but has received no higher education than the common bourgeois of Paris. By lending large amounts to some of

the nobility, he is occasionally received into their society, and, whilst the gates are ajar, catches a glimpse of high life, and is fascinated.

It becomes necessary for him to send a note to one within the charmed and elevated circle. He writes it himself but supposing that it cannot possibly be correct takes it to a professor for criticism and requests him to put it into all the forms possible. The professor reconstructs and shows to the anxious bourgeois five different forms, including the original.

"And which of all these" said he "is the best?"

"Your own!" said the professor.

MARTHA D. L. HAYNIE.

THE MUSKOKEE AT HOME.

Beyond all doubt, Mr. Dickens was right when he pronounced the Noble Savage "a prodigious nuisance and an enormous superstition; a conceited, tiresome, blood-thirsty, monotonous humbug."

That was just my opinion, after a week's delay at the Osage Agency, in June, 1872. The agent, who is a hopeless prig and an irreclaimable idiot as to all things connected with his charge, had been "holding councils" with the tribe for ten days. The Indians were reveling in whiskey and emesis. This Osage tribe is one of the most hopeless of all, so far as its moral or spiritual future is concerned. The tribe is wealthy, through the sale now in progress of more than eight millions of acres of land in Kansas; but every man in it is bearing the honors due to a murderer, or longing for an opportunity to earn them. The published reports are lies uttered in the interest of the worst ring of organized plunderers in the most corrupt department of our government. The Osage Nation is a nation of professional thugs, who have fattened upon secret assassinations ever since their history began. For many years, scarcely a month has passed in which "funeral war-parties" have not started forth from the agency to do murder upon the plains.

However, the tiresome pow-wow was over at last. After being twice shot at, the agent had finally come to an understanding with his amiable charge, and I started forth alone, mounted upon a sturdy mustang, for Okmulkee, the capital of the Creek Nation.

No non-official white man would have been safe for a moment in such a journey. However, my face and my relation to the government were perfectly known to every member of the tribe, and I felt entirely safe.

The road was an Indian trail leading southward over the hills, which were huge masses of brown sandstone covered with dwarf oaks and veined

with coal. Just before sunset, I rode into the camp of the "Black Dog" band, and slept in the chief's lodge that night, renewing my journey at sunrise.

This Osage reserve contains 1,750,000 acres. It is the sole property of a tribe possibly numbering 2,500 in all, or about 700 acres for each man, woman and child. In view of their present and prospective industrial condition, I should say that from two to three acres per head is an extravagant superfluity.

I rode all that day down a beautiful valley several miles in width, which looked like a great landscape garden, dotted with groves and threaded by many clear brooks. A range of lofty hills separated me from the valley of the Arkansas. I lay alone on the prairie that night and entered the Creek Nation at sunrise next morning.

There was a sudden change in the landscape. The vast breadth of the Arkansas bottoms, alternate timber and prairie, was dotted here and there with little hamlets of log cabins; there were fenced fields, cows, growing crops of corn and sweet potatoes, and some other evidences of thrift. I breakfasted with a stately old negress, upon milk, eggs, vegetables and fresh venison, luxuriously.

In this tract of country, larger than the State of Massachusetts and immensely superior to it in all natural wealth, dwell the seven tribes of the Muskokee or Creek Nation. They are completely cured of nomadic tendencies, live by agriculture, have a very satisfactory system of schools supported by the United States government, and are largely enrolled in Christian churches. The head chief, Checota, is a preacher in the M. E. church (Southern), and was at one time a colonel in the rebel service. I found many books in the native language, published by the American Tract Society. In these, the Creek language is always interlined with English. The English alphabet is used for both.

The tribe now numbers about thirteen thousand souls. There is a legislature of two houses, called the "House of Kings" and "House of Warriors," which houses meet in separate rooms of the great log council-house. The people manufacture some cloth and most of their agricultural implements. The negro blood largely preponderates, and the old Indian stock is rapidly dying out. It is a singular commentary upon Indian civilization, that all the tribes brought under its influence speedily perish. Another generation will here witness an "independent nation" of rather shabby Negroes, the old Indian blood having become extinct.

These people manifest the peculiar vices of their race, both among Negroes and Indians; chastity is said to be almost unknown. Whiskey is

supposed to be contraband, but it somehow reaches here. Every man sports a pistol or knife; there are constant quarrels and murders. The Indians hate the whites and loathe the negroes, once their slaves, now their equals, and really their masters. I often met the Indians as I rode toward their capital; swarthy, sullen faces, under slouched straw hats, each hat absurdly decked with a gray quill off the wild turkey, buckskin leggins or tow-cloth trousers, under a nondescript garment of spotted calico, trimmed with black velvet ribbon. These grim figures rode by silently and sullenly, not even deigning a look at the white intruder.

Okmulkee contains three or four very good buildings, occupied by white traders. The rest of the hamlet is but the squalor of negro huts.

Such is the fruit of fifty years of civilization; a tribe verging upon extinction, a pseudo tribe of negroes grafted upon it and filling its place; anarchy, licentiousness and civil war; for a modern Louisiana election is but a fair sample of what happens upon every similar occasion in the Creek Nation. In the heart of the continent, and in a country of almost incomparable natural wealth and beauty, we are rearing up several editions of the "Musquito Kingdom," for the Creek Nation is but one of several similar tribes, and the most advanced of all.

Education is doubtless a good thing for all races; but any Indian policy which recognizes "independent nations" in vagrant hordes of unspeakably degraded bandits, is rooted in idiocy, and bears the fruit of boundless crime.

I should like to tell you of some of my personal adventures; how I lost my horse and was left alone on foot in the heart of the great Indian Territory; how, after three days of walking, I rescued my mustang from a party of Sacs; and how I reached home in a terrible state of sunburn and tatters; but want of space forbids. My theme is hardly suited to an "Illinois Schoolmaster," but it tells a little truth concerning a stupendous imposture.

H. B. N.

What a heaven-sent discovery it was to the poor starving Missouri editors, that grasshoppers were edible! How quickly they issued extras announcing that grasshoppers would be taken in payment for subscriptions! Alas, only to have their new-found bonanza snatched from their lips while yet the first thrill of happiness was upon them! And now they will have to go back to gnawing their files.

*SHALL WE TEACH OUR PUPILS TO TAKE CARE OF
THEMSELVES ?

Some one has said "The body has its claims : treat it well, and it will do your work ; but make a slave of it instead of a servant, and it will lie down like the weary camel in the desert, and die."

The man must be utterly lacking in enthusiasm who can look thoughtfully around him in these days of rapid travel and communication between distant places, of labor-saving machinery and almost universal education, without feeling his heart throb with a great thankful joy that the lines have fallen to him in such pleasant places, that he lives to reap the fruit won by the toil of the hearts and brains of so many centuries ; when it seems as if all the gathered brightness of six thousand years had burst upon humanity in dazzling effulgence.

Can he but rejoice in being a part of this grand living soul, that by constant growth is working its way up from comparative darkness into never-fading light ? How he must glory in the thought that all that hath been majestic in life or death, since time began, is *native* in the simple heart of *man*,—that casket rich with gems and rough with gold !

Perhaps in no sphere of action has there been so much change, so much bewildering progress, as in educational work ; and so it is likely to remain, for there is such a variety of mind among those teaching and taught, and the needs of men and women in their every-day life are so varied, that education in its practical bearings can never become a perfected art. There can be no doubt that each wave of educational progress, upon whose bosom we rise, bears us higher than any that preceded it ; but, when it first comes, we are almost dazed by the noise and rush and foam, and are as men groping in the darkness, until, in the little lull that comes before the rising of another, when the noise and rush have passed and the foam disappeared, we have time to estimate the true height, and the real truth and progress underlying any such movement comes to the surface.

It is but a short time since there came upon us in one great sweep, the Natural Sciences. Some were eager in their enthusiasm, and grand in their prophetic visions of the good to be accomplished ; yet, many of these are already returning, discouraged and weary of effort that seemed to accomplish so little.

*Read at the last meeting of the State Teachers' Association.

But are there not reasons for this seeming failure? Were we not in too much haste? Were not our teachers themselves crowded through four and six-week courses of study in these sciences, in order to gain sufficient knowledge to meet the requirements of the law?

It seemed, at the time, the only thing to do, but have we not expected the facts and scientific terms thus learned, to bring forth the fruits of a broad, deep culture, that could see and feel the needs of a changing, growing humanity, and select from the great harvest of truths constantly ripening, that which should become wholesome, digestible food?

The teacher's knowledge must be one independent of text-books: one that can select fundamental principles, systematize, group, point out relations and practical bearings. It is just here that his individuality shows its strength. If he bring to bear upon his work all the culture gathered from poetry, art, literature, science, constant contact with men and close observation of their habits of thought and motives of action, he will know better *when* to lay the foundation-work in any branch of study, and also, how to lay it of material that will stimulate his pupils and make them eager to continue the building; and, while he *presents* but *few* truths, he opens up the prospects of unlimited truths yet to be discovered. Nor will they be slow to recognize the fact, that away beyond their present vision, he possesses rich, rare, and beautiful fields of culture.

It is this reserve force that comes only through years of varied labor and thought that gives power; none can possess this who are obliged to marshal all their forces into the field at once, for then failure becomes defeat. Every success is owing more to the reserve power, than to the forces actually engaged. Nature has some reserve power behind every manifestation, which we reverence more because it is unseen. Has it not been owing to this lack of reserve power among teachers that there has been so much failure in teaching the sciences?

"A little learning is a dangerous thing;

Drink deep, or taste not the Pierian Spring.

There, shallow draughts intoxicate the brain,

But drinking largely, sobers us again.

Fired at first 'sight with what the nurse imparts,

In fearless youth we tempt the height of art,

While from the bounded level of our mind

Short views we take, nor see the length behind;

But more advanced, behold with strange surprise,

New distant fields of endless science rise."

There have been other objections raised against the study of these branches in our schools; one, that we are crowding out the languages and

common branches, to give place to the more ornamental sciences. This I wish to answer, so far as physiology is concerned, which far from being ornamental, is practical in the highest degree.

There are, at least two great classes of reasons why a knowledge of physiology should be acquired by all who aim at even a common education. The first has reference to the mental and moral influence it exerts. The second, to its practical benefits.

It is the duty of every one to give to his best powers, in as abundant measures as he can, the highest culture of which they are capable. And surely love and reverence for the Creator, and knowledge of self,—for with a knowledge of physical power there comes, in a degree, a knowledge of moral and mental power, together with the cultivation of reason and judgment,—stand first among our possibilities. Through what means can we better learn love and reverence for God, than through his works which unite in themselves perfect fitness and harmony, a never-fading beauty, and matchless sublimity? Such a study must tend to lead up to God himself, and towards a character in harmony with Him.

If this can be done by a study of the ornamented fields and groves, of the rocks and stones, of the animal kingdom in all its varieties of nature and form, of the laws that govern the material world, how much higher must be the culture arising from the study of a living organism, which is but the casket of a spirit rich and grand in its possibilities and its destiny, and whose mysterious relations to that spirit neither theologians nor physicians have been able to fathom.

Which is considered the farther advanced in his art, the artist who paints a fine landscape, grand in mountain, stream and cascade, and beautiful in foliage and tinted cloud, or he who brings forth from the dead canvas perfect living forms in all their beauty of outline and matchless grace, giving such delicate touches to the face divine that it almost breathes the thoughts within? Does not then the study of man stand first among the sciences, just as he stands first among God's earthly works, king and lord of all the rest, a little lower than the angels, and crowned with honor and with glory?

Again, structural physiology is almost an exact science, and there has been but little room for progress; yet, in few of the sciences has there been so much apparent advancement as in applied physiology or hygiene. Previous to the year 460 B. C., disease was attributed to supernatural agencies, consequently there could be no tracing of effects to causes, and from causes to their nature; and even now, after all these years of study and observation, we find great diversity of opinion, one school of physicians believing disease

an enemy, while another regards it as a friend, merely an effort of nature to free the organism from poisonous obstructions, but both going back to first causes, and having more faith in preventive measures than in cures. We cannot afford to have our pupils lose the benefits of all this progress, resulting from the work of so many good and gifted men.

We come now to the second class of reasons, namely: the practical benefits arising from a knowledge of hygiene. None doubt that much of the sufferings and pains of human beings may be attributed to ignorance. Indeed, physicians declare that men and women of culture and intelligence upon every other subject, seem comparatively ignorant upon this, the most vital. Would the proprietors of our factories put a man into the engine-room who knew nothing of the structure of the engine, of its laws of motion, or of the amount of steam required to keep every part of the great machinery in perfect, uniform motion? They dare not, and at his own peril would a novice undertake the work. Is one then worthy to be entrusted with the care of his own body, a piece of the most delicate and wonderful machinery, without any knowledge of its structure or of its relations to the laws governing it? If educators looked at the matter in this light, would they not be more awake on the subject? Would history and the languages be pressed upon our pupils before they have learned the simplest lessons about the care of their own bodies, or the amount and limits of their own strength? Would the study be so often put into the last part of the High-School course? If it is to be of *any* benefit, it is needed by the boy and girl just as soon as they begin to have a care of themselves. Besides, but a small per cent. of those who enter the public school, ever complete the High-School work. Some never enter, and of those who do, many are compelled after a year or two, by circumstances or inclinations, to enter upon a business life or one of manual labor, and thus fail to receive from the schools any knowledge of physiology. And many times, when it is taught, it is done merely as a matter of form. The pupils are not roused to eager investigation of the causes of bodily disorders, thus knowing why certain physical conditions must follow the violation of certain physical laws, for nature is an unrelenting mother exacting the full penalty of a disregard of any of her precepts.

It may be said here, that people do not live up to the light which they already have. They never *do* as well as they *know*, nor must we expect too much from an increase of knowledge; still there will be a gradual, constant tendency towards harmony between thought and action.

Further, this increased intelligence among the people will not be without its effects upon the medical profession. Hygiene will teach only so far as possible, the use of preventive measures, and it requires the skilled hand

of the man who has given his life to the study, to guide the frail bark of human life safely through, when swept by the storm of disease. Physicians, knowing that they have an enlightened public to deal with, will strive to attain a higher excellence in their art, for in this case, as in every other, the supply is governed by the demand. Thus can we eventually be secured from the impositions of quacks and charlatans.

It is said that one of the eastern nations will, only when in perfect health, fee its physicians, evidently believing more in the ounce of prevention, than in the pound of cure. This is a height of civilization to which we may well aspire.

And now, last and greatest among the practical benefits, the one upon which hang all the others, is the influence the physical life has upon the mental and moral, for these natures are so marvelously mixed, that they constantly act and react upon each other. Let the intellect be ever so strong and well-trained, if it has gained this strength at the expense of the body, through which it must act it is shorn of its power, and fails to accomplish a tithe of the work which it was created to perform.

Again, a diseased, overworked body renders weak and vacillating the will, and the life thus bereft of its guiding power, is at the mercy of diseased appetites and passions, which wreck and ruin every noble faculty, and make man but the animal whose desires he serves. And as Holland puts it "the man in black drags down to his own level, yea, and makes co-worker with him the man in white." The body becomes *master* instead of servant; the soul is a slave, and eventually takes a hollow joy in its degrading service. So this reform, which aims to teach men and women to hold their bodies pure and sacred for the sake of the spirit enshrined therein, is at the foundation of all other reforms. Here the subject grows so broad and deep, branching out into so many wide avenues of thought, that time would fail us to follow it further.

It has been with much fear and self-distrust that I have essayed to utter these thoughts, which but skim the surface of so deep a subject, in presence of so many master minds,—veterans in the field, at whose feet I would gladly sit to learn. These views may be mistaken. Perhaps I see but one side of the carpet, and that the wrong one. But I could not look into the fresh, young faces of those under my daily care, whose health, strength and beauty sing one constant hymn of praise, without feeling an intense desire that they might, in some way, be taught to carry this beauty and wealth of health and strength into their own life-work, thus giving to it the powers of a body under full and complete subjection to all the laws of nature; one

over which the soul should be sovereign, giving the law of its own life to the life beneath it.

Nor is it cold, mute marble that we are to chisel and polish; but a living body and soul linked in being's mystery, to which we are to give the nutriment and training that will develop them into the perfect man—"filled up—made after God's own pattern, the noblest product of the world." This is the possibility that makes our work one the angels might envy.

MARTHA A. FLEMMING.

ADVICE TO BEGINNERS.—III.

Having engaged your school, you should prepare yourself in every way possible for the work you have to do.

Many teachers know no more about methods of instructing beginners, than they can remember of the ways of those that taught them their "a, b, abs". Nor do they seem to realize that there is any necessity for them to learn how to work in the school-room. They are able to obtain certificates of qualifications, and consider this sufficient to enable them to do their work. But frequently the most successful teachers are not the ones that are most deeply learned in books. Some seem to have a natural ability to teach, while others have to depend very much upon the skill they may acquire from the various means placed within their reach.

One of the best things you can do to prepare yourself for good work is to visit several schools that excel in instruction of pupils of such grades as you will have to teach in your school. You should visit them with the intention of learning the best methods of teaching, and having learned them, of putting them into practice in your school. Not that you should always imitate others and have no methods of your own, but that you should find the best ways of instruction and follow them until you can improve upon them by your own earnest experience. The experimenting by inexperienced teachers upon the minds of the young until they can learn to do their work as well as experienced and successful teachers, whose schools are accessible to them, is the curse of our profession to-day.

In your visitations of schools, notice especially the methods of teaching beginners, as probably your attention has not been called to this of late in your school-work as a pupil in higher grades.

Make notes of the different ways of teaching beginners to read by the *word*, and other methods,—of giving lessons in numbers, language, etc.; also of using maps, globes, and blackboards. Include in your notes your thoughts

concerning discipline, recitations, programmes, registers, schedules, etc., etc. For the same purpose attend teachers' drills and institutes, and all other educational meetings within your reach.

Subscribe for, and read carefully, one or more good educational journals, and purchase such books as will help you to know how to do better work. Do not say you "cannot afford it." The teacher that cannot afford to pay for such helps cannot afford to have his salary increased many times the amount of the cost of such journals and books.

As you have opportunity, talk to experienced teachers about special subjects that you find you need help upon. Do these things not only while preparing for the work of your first school, but as long as you continue to be a teacher. Show yourself a *live* teacher, and the result will be that you will have a live school.

Some of the notes you will make may read as follows:

1. "I must prepare a programme of daily exercises, post it in my school-room, and follow it promptly."

2. "I find it is less work to govern pupils when they are kept interested and busy with their studies and recitations."

3. "I must not fail to have my pupils understand the subjects of their lessons. Words to be of value must carry thoughts with them."

4. "Good forms of analysis in mental and written arithmetic seem to be very essential. I believe the pupils in this school could buy and sell, keep accounts, and do business generally much better than those in some other schools, who are older and have attended school longer, but who have only been required to work for answers to their problems."

5. "I must have my pupils draw maps, as I see the children are able to recite much better lessons, when they can place upon the board a sketch of the state or country which they are studying."

6. "I shall try to make neat schedules in which treasurers will find no errors."

7. "Pupils should take places in class and return to seats, also should leave the room at recess and close of school, in order and without unnecessary noise."

8. "I shall strive to keep my school-room neat, and make it as comfortable for, and attractive to, my pupils, as possible."

9. "*My* maps shall not be kept rolled upon the walls, and visitors shall not register their names by writing with their fingers upon dust covering the globe in *my* school-room."

10. "Here is a class of pupils in second reader that can write stories dictated by their teacher, and who make but few, if any, errors in the use of

capital letters, punctuation and quotation marks, apostrophes, abbreviations, etc., etc. The writing of the pupils is also very good. I must do this work, for I see it can be done, and it is surely very valuable."

11. "Before I entered this room, I thought these children were talking, but I find them reading. I *must* do work like this."

12. "I must teach my pupils to be punctual, industrious, kind, true and worthy, by my example. I feel my weakness to do all this, but I see in this school that the exemplary life of the teacher is reproduced in most of the pupils in his charge."

It will be well for you to arrange to have your school house and surroundings in good repair before the commencement of your school. Insist that the directors shall attend to this. You will gain in the esteem of your patrons, and you will find it much easier to have it done then than afterwards.

Ascertain as well as you can the qualifications, needs, and advantages of the pupils to be placed in your charge.

Sometimes it is well to make the acquaintance somewhat of the patrons of the school, and to obtain, if possible, their hearty co-operation in the work you propose to do.

Take your copy of the school-law again, your map of Illinois and any other helps that you may have, and prepare yourself to answer the following questions pertaining to teachers' schedules.

1. How are principal meridians, ranges, and townships numbered?
2. What does the law require to be embraced in the schedule?
3. The attendance of pupils of what ages shall be placed in the schedule? Can pupils of other ages legally attend the school?
4. How is the average daily attendance found?
5. To whom shall the teacher deliver the schedule, and when?
6. How may a receipt for a schedule delivered prevent a loss to the teacher?
7. How often are schedules declared payable, and upon what conditions?
8. What is the law as to interest upon unpaid schedules?
9. Under what circumstances is a teacher required to make two or more schedules?
10. Is the teacher in a fractional district required to go to the treasurer of each township in which his district is situated, that he may obtain the several portions of his salary due upon different schedules?

The writing and solving of questions like the following will help you to understand better the subjects of meridians, ranges, and townships; a sub-

ject not difficult to be comprehended, yet not well understood by teachers generally.

1. How many miles in a direct line from the south-west corner of section 26, township No. 7 south, range No. 5 west of the third principal meridian, to the north-east corner of section 26, township No. 5 north, range No. 7 east of the third principal meridian?

2. How many miles in a direct line from the south-east corner of section 1, township No. 42 north, range No. 9 east of the third principal meridian, to the north-west corner of section 36, township No. 23 north, range No. 5 east of the fourth principal meridian?

E. L. WELLS.

DRAWING. IV.

In the formation of some of the figures given in this paper, it is necessary to erase a portion of the construction lines. Care should be taken that this work is neatly done. Parts of lines to be erased should be wholly obliterated, and those remaining left perfect, otherwise the appearance of the figure will be greatly injured.

XXV.

MATTER.

- 1st. Draw a vertical line two inches long.
- 2d. Two inches to the right of this line draw another vertical line the same length.
- 3d. Connect the upper ends of the lines.
- 4th. Connect the lower ends of the lines.
- 5th Teach the definition of a square.

XXVI.

MATTER.

- 1st. Make points for a vertical line two inches long.
- 2d. Two inches to the right of the first point make a point.
- 3d. Two inches to the right of the second point make a point.
- 4th. Connect the first two points.
- 5th. Connect the last two points.
- 6th. Connect the ends of the lines forming a square.
- 7th. Bisect each line, and connect corresponding bisecting points of parallel lines.

XXVII.

MATTER.

- 1st. Construct a two-inch square, following the directions given in XXVI.

2d. Bisect each line ; bisect the parts.

3d. Connect corresponding bisecting points of parallel lines. Fig. 23.

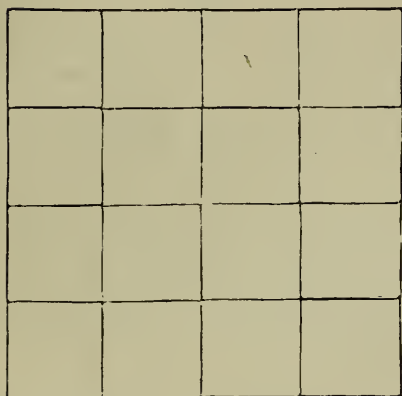
XXVIII.

MATTER.

1st Draw a two-inch square.

2d. Trisect each line, and connect corresponding trisecting points of parallel lines. Figure 24.

23



24



XXIX.

MATTER.

1st. Draw a two-inch square, and trisect each line.

2d. Connect corresponding trisecting points of parallel lines.

3d. Erase that part of each outside line found between the trisecting points. Figure 25.

XXX.

MATTER.

1st. Construct the figure given in XXIX.

2d. Bisect each line in the upper right hand square.

3d. Connect corresponding bisecting points of parallel lines.

4th. In like manner divide the four remaining squares. Figure 26.

XXXI.

MATTER.

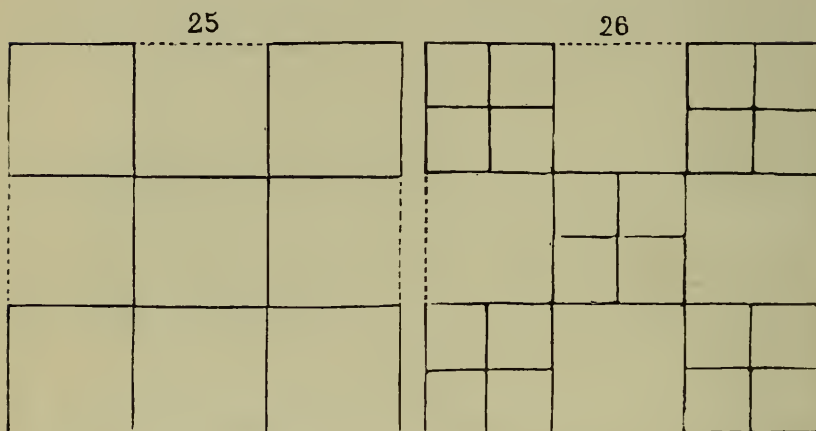
1st. Draw a two-inch square and trisect each line.

2d. Connect corresponding trisecting points of parallel lines.

3d. Erase the center square and the outside angle of each corner square. Figure 27.

XXXII.
MATTER.

- 1st. Draw a two-inch square and trisect each line.
- 2d. Connect corresponding trisecting points of parallel lines.
- 3d. Erase the outside angle of each corner square.
- 4th. Bisect each line of each outside square.
- 5th. Connect corresponding points of parallel lines. Figure 28.



XXXIII.
MATTER.

- 1st. Draw a two-inch square and bisect each line; bisect the parts.
- 2d. Connect corresponding bisecting points of parallel lines.
- 3d. Erase the right three-fourths of the upper horizontal line, the right half of the second, and the right fourth of the third.
- 4th. Erase the upper three-fourths of the right vertical line, the upper half of the second, and the upper fourth of the third.
- 5th. Erase the lines found inside the figure. Figure 29.

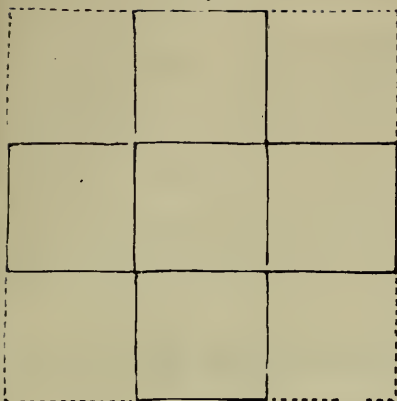
If pupils have had no instruction in fractions, they should receive such instruction before this figure is drawn.

If the teacher prefer, he can substitute the word *parts* or *part* for the fractional terms, or, this figure may be omitted.

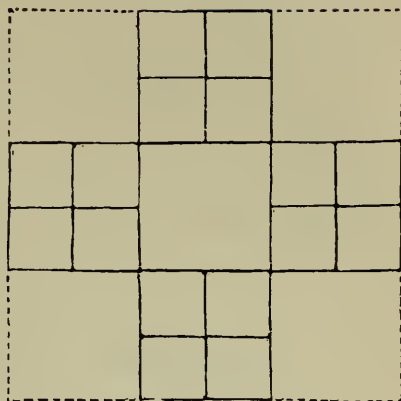
(A course of study should be so arranged that advancement in one branch will not be retarded by want of information in another.)

The various branches found in a properly arranged course of study are reciprocal. Information found in a given stage of advancement in any

27



28



branch, is auxiliary to the information sought in the corresponding stages of all the other branches.

A knowledge of *what* to teach, and *when* to teach it, is as essential to the successful management of the school as a knowledge of *how* to teach.)

XXXIV.

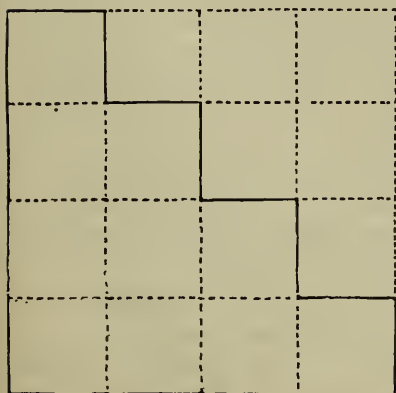
MATTER.

1st. Draw an inch square.

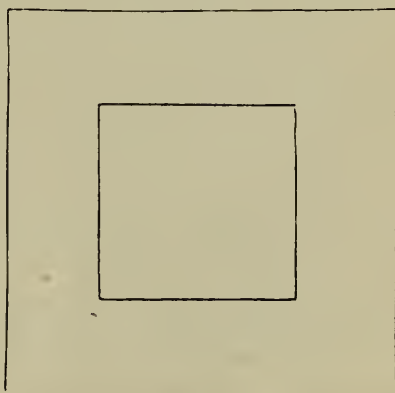
2d. One-half inch to the left of the upper horizontal line make a point.

3d. One-half inch above the point just made, make a point.

29



30



4th. Two inches below the last point make a point and connect the two.

5th. One-half inch to the right of the upper horizontal line, make a point.

6th. One-half inch above the point last made, make a point.

7th. Make a point two inches below this point and connect the two.

8th. Connect the ends of the vertical lines, forming a two-inch square.

Figure 30.

9th. Draw a two-inch square, and inside the two-inch square draw the inch square.

Three weeks will be required to do the work given in this paper.

EMMA J. TODD.

EDITORS' DEPARTMENT.

The following item lately appeared in the daily papers :

A dispatch from Pottsville, (Pa.,) says : "It is the general belief among the coal operators and other well-informed citizens that the miners' strike will end within a fortnight, at the farthest, and probably not outlast the present week. The final surrender of the men will not be simultaneous, but one colliery after another will find hands enough ready to abandon the union to begin operations. To protect them, the assistance of troops will be needed, until the strike is definitely abandoned.

It will be understood at once that reference is made to the extensive strike lately prevailing in the mining regions of Pennsylvania. We call special attention to the last sentence. What does it mean ? It means simply that there are persons in those disturbed districts who, under the lead of scoundrels that richly deserve hanging, are willing to resort to violence and even murder, to prevent men from working on any terms but such as these human demons themselves approve. What kind of freedom, we ask, prevails in that country where a man is not at liberty to work at such times and on such terms as may be satisfactory to himself and his employer ? A more monstrous usurpation was never attempted by any tyrant of the dark ages. And yet this is precisely what has been practiced for weeks in these very regions in the commonwealth of Pennsylvania. For this cause the military has been under arms for sometime. Why is their powder still unburnt ? Why have not their bullets already rid the earth of some of these modern Thugs ? We confess that the supineness of the authorities astonishes us. It is a case where mistaken clemency is the most bitter cruelty.

And what kind of a nation are we likely to become if such outrageous actions are tolerated ! Have the public-school teachers of our country no duty to perform in training the rising generation so that demagogues cannot lead them into such abominable wickedness ? We know that most of the followers of these vile men are ignorant foreigners ; but let their children be trained to something more in unison with the genius of a free people, and let these devilish leaders be taught, by the bullet or at the rope's end if need be, that they cannot carry out their murderous schemes in a land of true liberty.

The same despatch states that these strikes have caused a loss of \$10,-000,000; and that half of it falls on the miners themselves, in the loss of wages. We suppose men can be fools without violating the constitution; but let them know that murderers and destroyers of property cannot escape the punishment their deeds merit. These things have come to be an intolerable evil; and let the voice of the people be heard calling for justice. If the people have no such voice to raise, then it is time to pray for the rule of a wise, just and fearless despot.

The Board of West Aurora offered Mr. Thomas H. Clark \$2000 to take charge of their schools the coming year. The East Aurora Board promptly raised his salary from \$1800 to \$2000, and he consequently remains another year in charge of their high school. Sensible Board!

Mr. Charles L. Howard, of Normal, is the regular agent for THE SCHOOLMASTER, and will call upon our friends at Institutes and elsewhere in the journal's interest.

We have received many good words from our patrons, and expect to merit many more. The support accorded THE SCHOOLMASTER has been more generous this year than ever before, but there are thousands of teachers who take no school journal, and we want the help of friends to reach these.

The following railroads will return members of the Illinois Society of School Principals, for one one-fifth fare upon the presentation of certificate signed by the secretary:

Illinois Central; Chicago, Burlington and Quincy; Chicago, Alton and St. Louis, (the last named only to and from Bloomington). Indianapolis, Bloomington and Western will issue excursion tickets at 4 cents per mile one way, to teachers, upon presentation of certificate, signed by the secretary, or the company's agent, before entering the cars on their way to the meeting. Toledo, Wabash and Western will sell round-trip tickets at 20 per cent. discount. Ohio and Mississippi, and Springfield and Illinois S. E., will sell round-trip tickets at 2½c. per mile *each way*. Any further railroad arrangements that may be made will be announced at Champaign.

ALFRED KIRK, }
JEPHTHAH HOBBS, } *Ex. Com.*


The Scientific Association of Peoria has secured the services of Prof. Wilder and Prof. Comstock, of Cornell University, and Prof. Wood, of New York, for the Summer Session. For further information address S. H. White, Peoria.

The State Superintendent requests us to say, that by a mistake the name of Prof. Metcalf appears in the list of state examiners at Normal, in place of Prof. Stetson.

EDUCATIONAL INTELLIGENCE.

REPORT OF ATTENDANCE FOR MAY 1875.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor Tardy.	SUPERINTENDENTS.
*Hannibal, Mo.....	1 888	.....	1 192	1 125	94-4	.....	.....	G. W. Mason.
Decatur.....	1 469	20	1 393	1 306	93-7	298	554	E. A. Gastman.
Warsaw.....	793	20	658	631	96	61	233	John T. Long.
Macomb.....	685	20	644	606	94-3	20	322	J. G. Shedd.
St. Louis.....	34 901	20	26 244	24 256	93	5 352	.....	A. T. Harris.
Belleville.....	1 591	20	.....	1 435	90	189	485	Henry Raab.
Marshalltown, Iowa.....	713	20	630	600	95-1	38	291	C. P. Rogers.
East Mattoon.....	402	22	390	382	95	63	144	N. C. Campbell.
Rochelle.....	437	20	395	374	94-7	13	237	P. R. Walker.
Du Quoin.....	306	22	261	239	91-5	136	51	John B. Ward.
Petersburg.....	329	.....	235	203	90	.....	.....	M. C. Connelly.
Lena.....	335	22	307	273	88-9	18	54	Harry A. Smith.
Warren.....	293	20	278	257	92-5	.....	83	D. E. Garver.

 NOTICE.—These reports must reach us before the 16th of the month to insure publication.

*For the Year.

Examinations for state certificates will be held at Englewood, Cook County, July 7, 8 and 9; at Normal, July 28, 29 and 30; at Springfield, Aug. 12, 13 and 14; at Galesburg, Aug. 18, 19 and 20; at Sterling, Aug. 25, 26 and 27; at Carbondale, Aug. 31 and Sept. 1 and 2. For particulars address the State Supt.

Pike County.—Griggsville—The past session of the Public School of this place was marked with ability, both by the Principal and Teachers. Not a jar or schism occurred during the whole term to mar its efficiency. In fact, no session of the school has been conducted more to the satisfaction of parents and patrons of the school than the past session has been.

The principal and teachers have worked in perfect unison and accord during the whole session, and all of them being fully competent to fill the positions assigned them, the pupils have made rapid progress. A. C. Cotton, principal, and Miss O. A. Rider, assistant, had charge of the High School; Misses E. H. Cotton and E. Campbell, the Grammar School, Misses S. E. Coffey and E. Vertrees, the second Intermediate; Misses E. M. Wilson and L. Higgins, the first Intermediate; Miss T. Glenn, the second Primary, and Miss J. Bonnel, the first Primary.

In order to induce the pupils to be punctual, the Principal procured two beautiful pictures, to be placed in the department for one month that had the best attendance the preceding month; as that would indicate the room the pupils occupied as being the most punctual.

Ogle County.—A summer institute, to last four weeks, will begin Aug. 3 at Mt. Morris. Full arrangements not yet completed.

We assert, without fear of contradiction, that Griggsville has the best public school of any town of its size in the State; and parents, patrons and all should feel proud of it; and we believe they do, from the fact that more persons visited the school during the past year than was ever known before.—*The Reflector*.

Jersey County.—An Institute will be held in Jerseyville under the management of Prof. Pike, commencing Monday, June 21, 1875, and continuing eight weeks. Instruction will be given in all the branches required by law for a first-grade certificate. Tuition, \$1.00 per week.

Text-books in the sciences—Cooley, Tenny, Hutchinson, Gray. Other branches—Davies, French, Greene, &c. Thorough assistants will be employed. Music will be taught. Course in higher mathematics given.

Board can be had at reasonable rates. You are respectfully invited to attend.

WM. H. LYNN, County Superintendent.

Perry County.—It is my intention to have a Teachers' Drill at this place, commencing Aug. 2d, and continuing four weeks if practicable. The common branches will receive particular attention. A class will be organized in the Elements of the Sciences, required by law for 1st grade certificate. Tuition fee of one dollar per week will be charged to defray expenses.

JOHN B. WARD, Co. Supt.

Clay County.—A County Institute will be held at Georgetown, commencing about Aug. 23, and continuing five days. Programme is not prepared yet. Teachers and friends of education in adjoining counties are cordially invited to meet with us.

Respectfully Yours, GEORGE W. SMITH, Co. Supt.

Macoupin County.—In place of Teachers' Institutes, we now hold a County Normal School, continuing six weeks, which we deem far more profitable. Our term for 1875 will open at Girard, July 12th, and continue six weeks. A thorough review of the common branches will be given, together with the best instruction possible in so short a time, in Botany, Physiology, Philosophy and Zoology.

Prof. Whipple of Bunker Hill, Ill., will have charge of the class in Zoology; having been a student under Agassiz, Mr. W. is a very thorough and popular teacher in Zoology. Prof. Cushman, of Girard, Ill., will instruct in Philosophy. Mr. C. is an experienced and highly esteemed teacher of this county. J. S. KENYON, Co. Supt.

Hardin County.—Our teachers are behind the times, though they are making efforts to improve.

Several substantial buildings have been erected within the last two years for school purposes, though the one we have in Elizabethtown is inadequate to the number of legal pupils. We expect to have a new school house next year.

Two schools are now in progress in this town.

We expect to hold an Institute in August.

Our teachers are of a better grade than they were two years ago.

T.

Mason County.—For the purpose of affording the teachers of this county an opportunity for improvement in school-room work, I have determined to organize a School of Instruction and drill in the common branches and natural sciences. The sessions of the Institute will be held at the Mason City Public School Building, commencing July 5th, and continuing six weeks. Having secured the services of competent instructors, I feel confident that this Institute will be greatly beneficial both to the teachers and schools of our county. Tuition for term \$5.

S. M. BADGER, Co. Supt.

Will County.—ILLINOIS SCHOOLMASTER.—The Will County Teachers' Institute will meet at Joliet July 17th, and continue in session two weeks. We intend to have a wide-awake time. The rank of qualification among teachers is on the advance, and the shiftless are finding that Will County is no place for them, and are consequently either quitting the business or rising to the standard. I am also holding Township Institutes in order to reach those teachers who do not attend the general Institute.

SARAH C. MCINTOSH, Co. Supt.

Iroquois County.—A Normal School will be opened in the High School Building at Watseka, Iroquois County, Illinois, Monday, August 9th, 1875, at 10 o'clock A. M., and continue in session four weeks.

At the close of the term, the county superintendent will hold an examination for County Certificates.

Those wishing to attend please notify either of the undersigned.

S. W. PAISLEY, Watseka, Ill. G. R. THROOP, Milford, Ill.

Those teachers who will attend this contemplated Institute and take an active part therein, shall be entitled to at least five per cent. in their general average on examination.

D. KERR, County Superintendent.

Edgar County.—We will open a Normal Institute at Kansas, Ill., on Tuesday, July 20th, 1875, to continue five weeks. The work will be upon

I. Botany. II. Zoology. III. Physiology. IV. Nat. Philosophy. V. Eng. Grammar, Reading, Com. School Arithmetic and Geography. VI. Spencerian Penmanship—with reference to analysis and methods of teaching. VII. Theory and Art of Teaching—by lecture.

Boarding in good families can be had at \$3 00 per week. Tuition, \$5.00, payable in advance.

C. W. JACOBS, JNO. K. FAILING

The County Superintendent heartily indorses the above.

Marion County.—The County Institute will begin at Salem, Aug. 2, and continue four weeks.

National Educational Association. St. Louis, June 1, 1875.—The fifteenth annual meeting of the National Educational Association will be held in Minneapolis, Minnesota, on Tuesday, Wednesday and Thursday, the 3d, 4th and 5th days of August, 1875. The meetings of the Association will be held in the Academy of Music, situated in the immediate vicinity of the hotels and residences. The Sections will meet in adjoining rooms.

The meetings of the General Association will be held on the mornings and evenings of each day. The several Sections will hold their meetings in the afternoons.

GENERAL SESSION.

Lectures, papers and discussions are expected from the following persons:

D. C. Gilman, President Johns Hopkins University, Baltimore, Md.; J. B. Angell, President University of Michigan; John Eaton, Jr., National Commissioner of Education, Washington, D. C.; Duane Doty, Superintendent Public Schools, Detroit, Mich.; A. P. Marble, Superintendent Public Schools, Worcester, Mass.; Leon Trousdale, State Superintendent Public Instruction, Nashville, Tenn.; W. F. Phelps, President State Normal School, Winona, Minn.; Dr. J. W. Hoyt, Madison, Wis.; Miss Grace C. Bibb, City Normal School, at St. Louis, Mo.; Wm. W. Holwell, President State University, Minneapolis, Minn.; Lewis Felmeri, Professor of Pedagogy at the University of Klausenberg, Austria. The subjects of Agricultural and Polytechnic Instruction, Country Schools, Health in the School Room, School Record Books, Course of Study in High Schools and Colleges, German Pedagogy, Education in the Southern States, Centennial Anniversary, &c., will be discussed.

DEPARTMENT OF HIGHER EDUCATION.

1. *Relation of the State to Higher Education.* Prof. W. LeRoy Brown, University of Georgia, Athens, Georgia.
2. *The Military Sciences in Colleges and Universities.* Lient. A. D. Schenck, U. S. A. Iowa University. Iowa City. Iowa.
3. *The Relation and Duties of Educators to Crime.* Rev. J. B. Bittinger, D. D., Pennsylvania Prison Reform Association. Sewickly, Pa.
4. President D. C. Gilman is expected to speak on the proposed plan of the Johns. Hopkins University at Baltimore.

OFFICERS OF THIS DEPARTMENT.—President George P. Hays, President Washington and Jefferson College, Pa.; Vice President—President I. W. Andrews, of Marietta; Secretary—Prof. C. S. Venable, of the University of Virginia.

DEPARTMENT OF NORMAL SCHOOLS.

1. *Progress and Reform through Normal Schools.* Prof. G. P. Beard, State Normal School at Shippensburg, Pa.
2. *The Professional Training of Teachers.* Miss Della A. Lathrop, City Normal School at Cincinnati, Ohio.
3. *Relation of the Natural Sciences to the Profession of Teaching.* Report to be presented by a special committee appointed at Detroit, 1874: James Johnnot, chairman. State Normal School at Warrensburg, Mo.
4. *A Course of Professional Instruction.* Report by a special committee appointed at Detroit, 1874: Prof. C. F. R. Bellows, chairman; State Normal School at Ypsilanti, Mich.

OFFICERS OF THIS DEPARTMENT.—President.—J. C. Greenough, State Normal School of Rhode Island; Vice President—J. S. Jones, Indiana; Secretary—C. F. R. Bellows, Michigan.

DEPARTMENT OF SUPERINTENDENCE.

OFFICERS OF THIS DEPARTMENT.—President J. Ormond Wilson, Superintendent of Schools Washington, D. C.; Vice President—A. Abernethy, Iowa; Secretary—R. W. Stephenson, Superintendent Schools, Columbus, Ohio.

DEPARTMENT OF ELEMENTARY SCHOOLS.

1. *Language Teaching, its Importance and its Methods.* H. F. Harrington, Superintendent Public Schools, New Bedford, Mass.
2. *What Shall we do with the Boys?* J. L. Pickard, Superintendent Public Schools, Chicago, Illinois.
3. *What Shall we do with the Girls?* Miss Frances E. Willard, late Dean of the Woman's College at Evanston.

OFFICERS OF THIS DEPARTMENT.—President.—Prof. Alfred Kirk, Chicago, Ill.; Vice President—Miss Hattie Keeler, Cleveland; Secretary—Miss Lucy J. Maltby of Missouri.

ACCOMMODATIONS.

Private Hospitalities will be furnished to all who desire them, and who give notice at the earliest possible moment to Prof. O. V. Tousley, Superintendent Public Schools, Minneapolis, Minnesota.

Hotels.—The following hotels will accommodate members of the Association at reduced rates: First National Hotel, \$1.25 per day; Commercial Hotel \$1.25 per day.

For transit facilities address W. T. Harris, St. Louis, Mo.

W. T. HARRIS, President,
WM. R. ABBOTT, Va. Secretary.

Menard County.—A full corps of teachers has been employed for the coming year, by the board of education of Petersburg. Mr. M. C. Connelly has been retained as principal. This is his fifth year in these schools. Our new house is one of the finest buildings in the State. The last meeting of the monthly institute was very interesting. Mr. John Grant gave a good lecture on Botany, and Mr. Chas. Johann, treated the subject of Ocean Currents in a masterly manner. Other subjects were handled equally well.

A Normal school to be superintended by Mr. M. C. Connelly, will be convened June 14th, and continue six weeks, at the public school building in Petersburg.

Putnam County.—There will be a Teachers' Institute of one week, held in Hennepin, beginning August 2d. The services of Prof. Boltwood of Princeton, have been engaged.

J. H. SEATON, Co. Supt. of Schools.

McLean County.—The Summer Institute will begin on Monday, August 2nd, and continue three weeks. Dr. Sewall of Normal, Prof. DeMotte of the Illinois Wesleyan University, Dr. Marsh of Bloomington, and Messrs. Gasman and Brown of Decatur, have promised to assist me in the work of the Institute. There will be two classes in each of the branches named in the county first-grade certificate, except Geography and History, in which there will be but one each. There will be one class in Algebra, one in Politics, and probably one in the Methods of Teaching. Physical Geography may be substituted for the last named subject.

JOHN HULL, Co Supt.

BOOK TABLE.

Boys and Girls in Biology; or, Simple Studies of the Lower Forms of Life, by SARAH HACKETT STEVENSON. New York: D. APPLETON AND COMPANY. pp. 186, finely illustrated.

The author of this beautiful little book, a graduate of the Illinois Normal University, has recently been a pupil of Professor T. H. Huxley, and the book itself is founded on his recent lectures. She says of the origin of the book, in the Preface, "It was originally written in the form of letters from England to my little nephew in America; by a subsequent modification, it assumed its present form of Scientific talks with Boys and Girls." She deals with life in its most elementary form, and in a really scientific manner, yet she has managed to put her "talks" into very simple language, and to throw over the whole, almost the charm of a story. Still, scientific terms are by no means avoided, but they are explained and are marked by a peculiar type.

The book is divided into eight chapters, each treating of a typical form of life; the subjects are as follows:

Chap. I: The Fungus, or the colorless plant. Chap. II: The Green Plant. Chap. III: The Flowering Plant. Chap. IV: The Human and the Pond Amœbae. Chap. V: The Fresh-water Hydra. Chap. VI: The Fresh-water Mussel. Chap. VII: The Lobster. Chap. VIII: The Butterfly. The Fungus is illustrated by the yeast plant. The Green-plant, by mould; and the Flowering-plant by the bean. At the end of the last chapter, are a few well-chosen words on classification.

We think "orthodox" people need not fear to put this book into the hands of their children; it does not teach that the forms of life, even the lowest, originate themselves. On page 21 we read, "Some people have been trying to prove, for two hundred years or more, that these little specks of life can make themselves. I will tell you how you can prove that this is not so, etc." On page 27, the author makes this explicit statement respecting the origin of life, "Now you will probably wish to know where the first TORULA came from,—the great, great old GRANDMOTHER TORULA of all. Nobody knows; we can only say God made it; how he made it, no one can tell. Chemists know that it contains so much CARBON, HYDROGEN, OXYGEN and NITROGEN and a few other things; but they cannot put these same things together again and make a TORULA; so, if you ask me what *life* is, I cannot tell you."

We have commended the writer's wonderful skill in using simple language; but we think in a few instances, she has sacrificed purity to some common but not well authorized forms of speech; for instance, "if this attempt be *a success*," p. 5; "brought Bridget herself *in our midst*," p. 9; "*four times smaller*," p. 15, etc.

On the whole, the book impresses us as an admirable effort in a new field; and we hope many parents and teachers will try it with the youngsters and see whether it will succeed as well as it promises. Of one thing we are quite certain, whatever its fate with the youngsters, it cannot fail to interest thoughtful people who are no longer young.

The Law and the Lady, by WILKIE COLLINS. New York: HARPER BROTHERS, pp. 154; illustrated, paper covers; price, 75 cents. For sale in Chicago, by JANSEN, McCLURG & Co.

This is the latest work yet completed by its distinguished author; and it is regarded as one of the best of his brilliant series of novels. It will be sent, post-paid, on receipt of the price.

An Outline History of the United States, for Public and other Schools: by BENSON J. LOSSING, L. L. D., New York: SHELDON AND COMPANY. pp. 399; price, \$1.25.

An examination of this book convinces us that it is one of the very best compends of United States History, for ordinary schools. The author is well known as one who has done very much to illustrate the history of our country. The appearance of the book is remarkably good, the paper is excellent and the print is large and pleasant to the eye. We will specify some of the points of excellence.

1. The book is very fully illustrated both with pictures and with maps. The *impression* of some of the pictures, especially the portraits, is not as good as we could wish.

2. The prominent points are brought out by full-faced and Italic type.

3. The points developed in each section are summed up at the end of it.

4. Tables of the most important events with dates, occur here and there. A model for topical arrangement is given on page 40.

5. Proper names, if difficult, are re-spelled at the bottom of the page, to show their pronunciation. We are glad the pupils are taught to say *Il-li-nois*, p. 202.

6. Outlines of important events are given, as on p. 313.

7. The national constitution is given with marginal headings.

8. Tables of National Progress, Biographical Notes, Facts to be specially remembered, and Topics for Review, are appended.

All these helps show that the author appreciates the needs of teachers and of students.

We note some statements that are wrong, and some that are questionable.

The old story of Pocahontas saving the life of Smith is retained, p. 45.

It was Samoset who came to Plymouth in 1621. p. 82

How could Loudon's laziness allow the "French to take Louisburg?" p. 138.

It was Robert Barclay, not Thomas, who led the Quakers in New Jersey, p. 114

We do not know on what authority the spelling *Tecumtha* is substituted for "Tecumsseh," p. 255.

We doubt if Gen. Hull's conduct in surrendering Detroit, has ever been "commended by the American people as humane and right," p. 258.

President Lincoln was not assassinated on the evening of the "15th" of April. p. 347.

Johnson was not the *sixteenth*, nor Grant the *seventeenth*, President of the United States. pp. 348 and 353.

We presume most of these are such mistakes as are incident to the first editions of every new book.

ILLINOIS NORMAL.

There is but little of special interest at this time. Work seems to be progressing quite satisfactorily in all departments: themes for orations and essays at Graduation are subjects of interest with the seniors; and so are new suits and photographs. The class-tree has been planted already. A little breeze has lately ruffled the surface of the two societies; but all is now quiet again.

The proposed Natural History class to be held during the Summer vacation, is attracting considerable attention. During the session, about August 1st, Superintendent Etter will hold an examination of candidates for State Certificates. See notice in another place.

Many students come to the University, stay one or two terms, or even less; then they go away and represent themselves as coming from the Normal. Occasionally such persons are a

credit to the Institution; but generally, quite the reverse is true. In a letter received lately from one of our best County Superintendents, he says: "There is a class of one-term flatulents who do your Institution no credit." We knew it before. We would suggest to the school officers of the State, that any persons, who have been in the Institution for a sufficient time and with sufficient success to be entitled in any proper sense to represent us, can always show a document to prove that fact. If such a document is wanting, let their representations be distrusted.

The students have recently given an exhibition in Bloomington, which is spoken of as very creditable. The principal exercise was the play called "Neighbor Jackwood." The performance was repeated a second evening, with a net financial result of about eighty dollars.

Commencement exercises this year will occur on the 1st of July, to be followed by a vacation of ten weeks. The time of several of the Faculty in vacation will be largely occupied in "Normal Drills" in the several counties.

CHARLES DE GARMO will spend his vacation in Normal; he will teach in Naples again next year.

I. E. BROWN, R. H. BEGGS, DEWITT C. ROBERTS, and several other old students have visited us lately.

Messrs. GASTMAN and WELLS of the State Board have made their usual visit of inspection.

PROF. FORBES is prosecuting his work at the museum with his usual energy. He lately led his class in Zoology in a day's hunt for bugs and birds.

PERIODICALS.

We have received Vol. I., No. 2, of the *Los Angeles Schoolmaster*, edited by Dr. W. T. Lucky, Principal of the schools of the city. This is a small folio published weekly, and devoted to the school-interests of Southern California, at \$3.00 per annum. The specimen before us is lively and sensible,—full of good things both original and selected. The ILLINOIS SCHOOLMASTER cordially greets its young name-sake from the land of sunset.

BUSINESS ITEMS.

No man or woman who has asthma, or is threatened with consumption, or has any blood disease, should delay in going to the Rocky Mountains. The air of Colorado and the celebrated medicinal springs will effect a permanent and speedy cure. Thousands go yearly by the great Kansas Pacific Railway, from Kansas City to Denver and all points in Colorado. Sportsmen can find more real pleasure in the Parks of Colorado and along the Kansas Pacific Railway than anywhere in the country. Good camping localities, fine trout streams, plenty of game, large and small, and everything necessary to make a pleasant and successful excursion. Hundreds go every season. Do you want health and pleasure? Then spend a summer at the famous Rocky Mountain resorts, reached only by the great Kansas Pacific Railway, from Kansas City to Denver. The seashore and watering places of the East become uninviting after frequent visits, but the wonderful scenery of the Rocky Mountains and the magic waters of the mineral springs have continued interest for the tourist and unfailing benefits to the invalid. The Kansas Pacific Railway is the highway to all the great resorts of the Mountains. Buy your tickets direct to Denver over the Kansas Pacific Railway.

Inquiry among our book-sellers has satisfied us that Tenney's Natural History series takes the lead of all competitors, and is very popular. The total sale of this series in the State of Illinois alone, since June 1872, can not be less than 10,000 copies. For specimen copies address the *Illinois Schoolmaster*, or the agent of the publisher, Mr. O. S. Cook, care Hadley Bros & Co., 63 and 65 Washington street, Chicago.

Lucrative schools for teachers of all grades. Apply for circulars, WESTERN SCHOOL AGENCY, Chicago, Ill.

ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

AUGUST, 1875.

NUMBER 87.

PRESIDENT'S ADDRESS TO SOCIETY OF SCHOOL PRINCIPALS.

Those of us who have watched the growth of our public schools, from the log cabins of their babyhood, to the present princely-housed graded school found in every town of the state, cannot but feel a just pride at the wondrous changes that have been wrought; and, as the loom of time weaves on, greater and more marked becomes the difference between the web of the old and the web of the new.

Looking at these changes from the stand-point of the past, one might be led to ask, Is there any thing more to be desired? Can any thing be added to that which seems now so complete? While another, who has perhaps a greater reverence for the things of the past, and less confidence in those of the present, sees no good in all these new-fangled notions, and longs for the good old times of slab benches, quill pens, and elementary spelling-books.

To neither of these classes should we look for fair criticism of the work of our present system of graded schools.

No one is better qualified to judge concerning the perfections or imperfections of the steam engine than the engineer; no one is better qualified to judge of the value of a musical instrument than the skillful musician; the experienced artist sees, in a painting, merits or defects that an unpractised eye would never detect. So in the schools, he is best fitted to judge of their worth, who knows most of their work.

Whatever may be said to the credit of our graded schools, it is a fact known to all who are well acquainted with the work, that we have not yet reached the golden age in their history.

Great advances have indeed been made, especially within the last two decades, and we all delight to honor the men and women who led the van

in the educational reformation, yet it detracts naught from their glory to say that the most desirable results have not yet been attained

While, therefore, we honor the worthy names, both of the past and of the present, who have reflected so much honor on our profession, and while we gladly hold fast to the many excellent qualities of our graded schools, at least until better are devised, let us remember that as the veil of the future is gradually lifted, new plans and new methods may be revealed, that will surpass anything which we have as yet seen.

In his last biennial report, Supt. Bateman gave 754 as the number of graded schools in the State of Illinois.

These schools are costing much money and valuable time.

To compensate for this money and time, what should the schools seek to accomplish?

Since the schools are maintained by the State, she has a reasonable right to expect them to furnish her in return, men and women trained to fill honestly and intelligently the places of good citizens. Hence, the formation of such habits as will develop good character is a legitimate object of school work.

I mention first, *devotion to country* as an element of character which the schools should develop. The State has a right to expect that the children which she educates shall come from the schools imbued with the spirit of American institutions, having a general knowledge of our national and state forms of government, and of the machinery by which these governments are carried on. They should be taught some of the advantages that a free government confers upon its citizens, and also some of the disadvantages of a despotic rule; and there should be infused an enthusiastic desire to preserve our free institutions intact and inviolable.

It is not safe to assume that because our nation is on the eve of its one-hundredth anniversary that therefore it has passed all its dangers. History does not warrant any such assumption. The problem of self government was settled by the late civil war, only so far as the conditions then existing were concerned, and no further.

These states are a unit to-day, not so much because of the great numbers of soldiers in the union armies, as that those soldiers had been trained from their youth to love their country.

As a class, they were frugal, industrious, intelligent men. They had been taught to believe that an undivided country must be prized more than homes, friends, kindred, and even life itself. So long as the children of the nation are thus taught, whether in the shop, on the farm, or in the school, we need have no fear for our national security.

But let there be simply a neglect to impress them with a sense of their responsibility and duty to their country : let there be a neglect to teach what the country has cost and what it is worth to them ; let them grow up with feelings of indifference to these things, and in addition, let them by increased wealth, fall into habits of indolence and luxury, and we need not wait until a second centennial to witness the pitiable spectacle of our fallen greatness.

Let us as we seek to impress the events of history, seek also to impress the lessons which those events teach. What child can read the story of Warren at Bunker Hill, and not feel himself ennobled, and his heart thrilled with emotions of love for the men who gave us liberty ? The biography of history is gemmed with characters, which, if properly presented to the youthful mind, would inspire it with feelings of loyalty and patriotism.

A second element of character, not only desirable but essential to the citizen, is a prompt and ready obedience to proper authority.

It is allowed by all, perhaps, that good discipline is a necessary adjunct of a good school. So generally is this opinion received, that a school which is not well controlled is regarded as almost no school at all. While almost every teacher recognizes the fact that there should be the strictest obedience on the part of the pupils, in order to promote the best interests of the school, many fail to see that school government, good or bad, may affect the child's course of action long after he has passed the limits of school life, and has become a citizen of the commonwealth. That view of school government which sees it only as it affects the school is a very narrow and selfish one. This training is to be as far-reaching in its results as any other imparted by the school. Viewed in this light, there is, perhaps, no graver subject connected with the management of schools than this, viz : How shall we govern the children so that there may be least need of governing when they become active citizens ? It is not to be expected that the schools are going to do away with all need of jails and penitentiaries, any more than that they are going to do away with all need of institutions for feeble-minded and asylums for the insane.

What is expected is, that those under our control shall have the idea thoroughly impressed on their minds that there is such a thing as law for the protection of the good and for the punishment of the vicious. That its violation is followed by a most certain, adequate and righteous penalty. In school government as in any other government, there are two abstract ideas to be kept prominently before the mind—a positive *right* and a negative *wrong*.

In administering justice, the teacher is in duty bound to take into consideration both these abstract ideas.

Every citizen in the State has his absolute and relative rights which the laws and courts are bound to recognize and respect. So every child has his absolute and relative rights which must be respected as well. It is to be feared that many well-meaning teachers take a very one-sided view in their management of their schools. With many, the great thing to be desired in this department of their work is that the regulations enacted by themselves, or the school boards, shall be rigidly complied with. To have the pupils enter or leave the room with the exactness in march of a regiment on dress parade, to have them sit quietly and move noiselessly about the room, to have them observe a proper decorum on all occasions, are often taken as evidence of a teacher's marked ability to govern a school well. Such ability is not to be despised; it is a qualification very desirable in every teacher; and yet a teacher may do all this and be wanting in those higher qualifications which fit him to govern eminently well. He who makes these rigid demands must be equally exacting and rigid in his own deportment toward his pupils. If he demand of them thoroughly-learned lessons, he must himself be prepared to hear those lessons, without constantly referring to the text-book to determine whether the answers are correctly given; if he require his pupils to be prompt in their work, he must be expeditious and time-saving in all he does before his school; if he require his pupils to be courteous and polite to him, he must be courteous and polite to them; if he demand quiet he must be quiet. Briefly, he must show his pupils that the same great principles of right and justice which call for ready obedience from them, are the principles by which he is guided. As a rule, children who are thus taught will do right for the sake of right, and we shall thus arrive at the highest type of government, viz :—Self-government. The child thus grows into the law-abiding and the law-honoring citizen. Watchful and careful of his own rights, he also resents every act of public violence and lawlessness, and demands its immediate suppression.

Between himself and the State he expects allegiance and protection to be reciprocal.

It is true that in almost every school there are some unruly boys and girls, who are so destitute of self-respect that all ordinary means seem powerless to restrain them. The patient teacher, day after day and week after week, begs and urges the vicious boy to change his course, and he in turn seems at the very pitch of delight in annoying and tormenting her. He is a mere lad and perfectly in her power should she attempt to master him; but she reads in her school journal, or perhaps some religious periodical, that in the best-conducted schools and in the most enlightened society, corporal punishment has now been superseded by suspension or ex-

pulsion. All other means have failed ; shall she now punish or permit him to be expelled ? If there is reason to believe that punishing will save the boy, it is better, a hundred-fold better, to punish and thus teach him to know his place and keep it, than to turn him out into the street a curse to himself and the whole community.

Let it be understood that membership of the school implies entire obedience to its regulations. Let the pupils learn that law cannot be violated with impunity, and we shall thus best serve the interests not only of the schools, but also of the State.

A third element of character which the schools should seek to inculcate, and which must always be found in advance of all real culture, is industry. The men and women who are giving the best thoughts to the world to-day are the hardest and most persevering workers.

There is a large class of persons who do little or no thinking at all, and what they do is so disconnected that it seldom amounts to an idea. They feast their minds on gossip, and are generally the luggage and dead-beats of society. Another class think and work, and some of them intensely ; but their thoughts seldom pass the boundaries of their one idea, viz :—*business*.

In this they live, move and have their being : they do but little toward making mankind either wiser or better.

A third class comprises those who really do the thinking for the masses. Here we find the great commerce of ideas. Whatever subject is presented to them for consideration is scrutinized and analyzed to its very core. They make mistakes, but they are ready to correct them when detected.

Society sadly needs more of these sharp-thinking, quick-seeing, earnest-working men and women. Is not this just the point where our schools are decidedly lacking ?

The complaint is frequently made that our courses of study embrace so much that it is impossible to master it all in the limited time. If we could get the pupil to put his lesson into the focus of his mental powers—as the object in the focus of the burning glass,—and to hold it there until it comes to a white heat, and then require prompt recitations, we should find abundance of time for all our work.

A graded school should be, in some respects, like a great factory whose very atmosphere is so pervaded with busy industry that one seems to take it in at every breath. The very moment one enters it he is impressed with the vastness of its machinery and the wonderful accuracy with which every part, however minute, performs its allotted work. Each wheel revolves exactly in its time ; each shuttle flies to its place with unerring precision ; each operator stands at his post and gives his whole attention to his work—no matter

what may be going on about him; while over all this complexity and almost infinity of action there is a superintending mind, under whose guidance every thing is done. The great object of the institution is not that there may be a fine display of machinery, or of the ability of the superintendent and his assistants in managing their work. These are only the means to an end. The cloth in the salesroom tells the object and shows the result of all the work below.

Let us have enough machinery connected with the schools that the work may be done effectually and in the least possible time, remembering that every unnecessary wheel only burdens the motive power and retards the work. Inclination to industry, like a great undercurrent, should permeate the whole school as silently as the water permeates the different strata of the earth's crust till it reaches the artesian opening.

Our work is not strictly to fit boys and girls for the college and university course, nor for lives of ease and idleness. It is not to puff them with the idea that the culture they may get in the graded course will so dignify them as to totally unfit them to hold the plow, drive the saw, pound at the anvil, or do domestic work in the kitchen. On the contrary, it is to fit them to do these intelligently, as workmen that need not to be ashamed.

As the resources of the country are developed and new fields of enterprise are opened, so the demand for skilled labor increases. Skilled industry must yet convert this valley of the Mississippi into a garden bearing all manner of precious fruits. Just beneath the furrow lies the fuel, carefully stored centuries ago, and which only needs lifting, when it is ready to minister to the wants of man in a thousand ways. The mines of the mountains will yet richly reward him who has the pluck and skill to unlock their stores of hidden wealth. Prairie and forest, rugged mountain and untunnelled cavern are waiting for the master workman. In the near or distant future, from the graded schools largely will come the men who will do the work.

This will be an age noted for earnest work in every department of human industry. It will be an age of aggressive thought; an age when men will wrestle with nature, to discover more of those wondrous laws by which she acts, and by which God works. It will be an age when formation of character and culture of mind will be the highest functions of the graded school. It will be an age of energetic, honest, working, cultured teachers. It will be an age, too, when school principals will be warm-blooded, clear-headed, business men, full of push and go-ahead. It will be the golden age of the graded school.

J. S. McCLUNG.

MILKING TIME.

At the foot of the hill the milk-house stands,
Where the balm of Gilead spreads his hands,
And the willow trails at each pendent tip
The lazy lash of a golden whip,
And an ice-cold spring with a tinkling sound
Makes a bright green edge for the dark green ground.

Cool as a cave is the air within,
Brave are the shelves with the burnished tin
Of the curving shores, and the seas of white
That turn to gold in a single night,
As if the disc of a winter noon
Should take the tint of a new doubloon !

Burned to a coal is the amber day,
Noon's splendid fire has faded away,
And, lodged on the edge of a world grass-grown,
Like a great live ember glows the sun ;—
When it falls behind the crimson bars
Look out for the sparks of the early stars.

With the clang of her bell a motherly brown—
No trace of her lineage handed down—
Is leading the long deliberate line
Of the Devons red and the Durham's fine.
“ Co-boss ! ” “ Co boss ! ” and the caravan
With a dowager swing comes down the lane,
And lowing along from the clover bed
Troops over the bars with a lumbering tread.

Under the lee of the patient beasts,
On their tripod stools like Pythian priests,
The tow-clad boys and the linsey girls
Make the cows “ give down ” in milky swirls.
There's a stormy time in the drifted pails,
There's a sea-foam swath in the driving gales,
Then girls and bcys with whistle and song,
Two pails apiece meander along
The winding path in the golden gloom,
And “ set ” the milk in the twilight room.

—B. F. Taylor in *Scribner's Monthly*.

PHYSICAL GEOGRAPHY.—IV.

EVAPORATION AND CONDENSATION.

We have explained the manner in which the winds are put in motion, and have described their general courses. It now remains to show how these winds take up the waters of the ocean and distribute them over the lands. The air at all temperatures has the capacity to contain within itself a greater or less amount of water in an invisible state. This is called its *capacity for moisture*. An increase of temperature always increases the capacity for moisture; but the capacity increases in a more rapid ratio than the increase of temperature. For instance, an addition of 10 degrees to the temperature will give a certain increase of capacity; but the addition of another 10 degrees to the temperature will increase the capacity still more than the addition of the first 10 degrees did.

Young learners need some careful instruction in respect to vapor and evaporation. They should be taught that the vapor of water is always *invisible*, whether in the form we call *steam*, or diffused among the particles of the atmosphere. It becomes visible only when it has ceased to be perfect vapor; that is, when condensation has progressed to a greater or less degree. In connection with this point, show why no steam is seen near the spout of the tea-kettle on a cold winter morning. Why the locomotive should leave a long cloud of steam behind it in winter, but none that you can see in the summer. Why can you "see your breath" in a cold room? One point about evaporation needs careful attention. Whenever water is changed to vapor, a certain amount of heat is "used up," or rendered *latent*, according to the old phraseology. Many illustrations of this may be given, as the cooling influence of water put on the floor of a shop or factory in a warm day, the relief experienced from sweating in a fever, or even in the case of a healthy person. Very rapid evaporation even in the hottest day may reduce the temperature below the freezing point, as many experiments with ether and other rapidly evaporating substances show.

When a body of air has all the vapor it can contain at its present temperature, it is said to be saturated. An increase of temperature will enable it to receive more vapor in that case; but, if the temperature be diminished, some of the vapor that it now has must be given up. If the temperature is very much higher than the point of saturation, that body of air will readily receive more moisture; hence, such an air is termed *dry*. If the air has nearly or quite all the moisture it can contain at its present temperature, it

is said to be *moist*. Thus, it will be seen that these terms are entirely *relative*; a dry air may contain much more moisture than another equal body of air that is called moist. The dry air of a warm, clear, summer day contains much more moisture than the damp air of a day in winter or early spring. The scorching air of a desert may contain much more moisture than the foggy air of the polar regions. For this reason, plants in some very dry regions can flourish without rain, as they remove by condensation a very large amount of the moisture of a dry air.

That point of temperature at which a given body of air with its present amount of moisture would have to give up some of that moisture is called the *dew-point*. If from any cause, the temperature of such air is brought down to the dew-point, some of the moisture must be given up in the form of dew, mist, fog, rain, hail or snow. Here, the pupil should be taught about the formation and deposition of dew. Why do drops gather on the outside of an ice-pitcher in a summer day? Why not in a winter day? Why not when the pitcher is placed in the draft of a window? Why does dew form on the grass sooner than on the side walk? Why is there no dew in a very cloudy night? In a very windy night? etc.

With these principles clearly understood, the general phenomena of rain can be studied with profit. *Where the winds are regular, the rains are also regular.* In those regions where the winds blow irregularly, rains may come at any time. In our next article, I will speak of rains and their distribution, more fully.

E. C. HEWETT.

*POINTS ON TEACHING ADVANCED ARITHMETIC.

Let your consideration of each subject consist of three steps.

I. Securing familiarity on the part of the pupils with the processes of the rule.

1. Introduce every new rule by a preliminary drill on that rule.

2. Let that drill be on the processes of the rule, and not on the theory.

3. Conduct the drill by having pupils read each step in the rule, while you or the pupils exemplify each on the black-board.

4. Have the pupils perform everything on their slates that is placed upon the board.

5. Be careful that every explanation of every process is obtained from the book by the pupils.

6. So, step by step, have them complete the explanation of the rule as it is in the book.

7. Have the pupils commit the rule to memory by solving examples under the rule.

8. Lead them to a recitation of the rule from memory, by having them state the steps taken in the solution of examples.

9. Never begin a new subject by having the pupils commit to memory any rules or definitions.

II. Securing power of expression in recitation.

1. Having thus familiarized the pupils with the processes of the rule, fix these processes in their minds intelligibly, by requiring a careful oral explanation by the pupils of every example, according to the steps of the rule.

2. Here exert your patience and ingenuity as a teacher toward the end of securing correct, systematic, cogent expression of thought

III. Securing power of demonstration.

1. Having thus secured, (1), a thorough mastery of the processes of the rule, (2), a power of expression in the explanation of examples under the rule, (3), pass to the third step in the discussion of the theme, namely, the demonstration of the rule.

2. In case the class is not sufficiently strong to take this third step, it must be omitted.

3. Supposing the third step to be undertaken, let it be only after the processes have been thoroughly mastered, and the curiosity for the "reasons why" has been excitingly aroused.

4. Have the demonstration come from the pupils as a result of their own excited, curious investigation, giving it as a special lesson.

5. Be judicious in selecting the pupil whom you would have give the demonstration.

6. Be patient, and not over rigid in your demands on your pupils in this recitation.

7. Now, after members of the class have demonstrated the rule, or tried to demonstrate it, and not before, you may profitably give your own demonstration.

MICHAEL MARTZ.

National Normal School, Lebanon, O.

TACT.

There is no profession or vocation, where tact is in greater requisition than in that of the principal or teacher. I say vocation, for I like that term better than profession; since I believe the teacher is called as much as the minister.

A man wishes to build a house; he consults an architect for plans and specifications; he himself knows little about building, but on general principles is aware of the fact, that a good foundation is necessary upon which to put the superstructure. He engages men to make the excavation and masons to build the wall, and watches the progress of the work from day to day. If he is impressed with the belief that the work is not going on all right, he goes immediately to his architect and informs him of his suspicions and relies upon his judgment in the matter. If the architect is what he *should* be, any errors in the work will at once be corrected. But if not, the building will be but an unsubstantial affair.

Thus a Principal is held responsible for the work done by those under him. Not only must he be an architect to devise and plan, but he must know how to wield all the tools equally well. He must not only be able to tell good work, when he sees it, but he must be able to *do* good work, and teach others how to do it.

Germany owes her military success, in a great measure, to the fact that she expects every officer to be able to perform all kinds of military service, from that of a private in the ranks to him who bears the proud title of general-in-chief. A principal's duties are then, those of a general-in-chief, with the ability to skillfully perform any work of teaching or discipline in any of the various grades under his charge. His relations are more or less intimate with four classes of people—boards of education, teachers, parents and pupils. With these separately, and collectively, a great amount of tact will be called into requisition. I speak of principal as synonymous with superintendent because in most of our towns throughout the State, the two offices are filled by the one individual.

In some respects boards of education are peculiar bodies. They are elected by the people or appointed by the City Fathers, not because of their peculiar fitness for the work, but, generally, because they are pledged to run the school on a basis so economical, that it will barely enable it to live. Their advantages for education in their youthful days, in too many instances, alas! instead of causing them to provide liberally for posterity, have, on the contrary, warped their minds and made them feel that advantages equal to

those which they received are sufficient for *their* children. With such, the generalship of a Napoleon is necessary, for stubborn ignorance is far less easily dealt with than stubborn erudition. With such a body of men the principal must use that consummate tact, which will enable him to have *his* way while, at the same time, they seem to have *their*'s. To do this, oftentimes, requires the patience of a Job, and the perseverance of a saint. An issue with a board of education generally results in the sacrifice of the principal, and especially so, if by argument and tact he is unable to convince them that *he* is right and *they* are wrong. One should have the tact to steer clear of any such issue, but if necessity compels it, then gird yourselves to meet it boldly and fearlessly, or resign, and thus be rid, at once, of an unpleasant job.

Again, tact with teachers is necessary, and to use it judiciously requires talent of no mean ability. *One* needs encouragement, *another* to be held in check. *One* talks too loud, *another* too low. One is continually running to the principal with complaints of all kinds, magnifying mole-hills into mountains; so impressed is she with the ponderousness of responsibility, that other shoulders must help to bear the burden. Another goes on the even tenor of her ways never asking advice, and turning neither to right nor left. To each and all the principal must give a portion in due season, according to their several necessities. He is both captain and pilot of the ship: those who own its precious freight are looking to him for safe anchorage in a quiet, pleasant harbor. Come what will, the seamen *must* be required to be at their posts and attend to duty. All mutinies must be quelled at the outset, even though it be at a loss of *half* or *all* the hands on board. If a principal has'nt the tact to prove himself an officer efficient enough to accomplish all this, his position as an executive officer, would better be abandoned at once. He must be quick to perceive faults, and then have the tact to correct them by showing a far better way. This requires patience and perseverance, a strict adherence to right, and an observance of the principle that the greatest good to the greatest number must be considered on all occasions.

How many mamma's, especially if he be a new man, will wait upon him at the opening of the term, to explain the idiosyncrasies of their many Katies, Susies, Bennies, Freddie's, and so on through the whole catalogue. He will learn that one is sickly and puny—in consideration of which weakness he is always allowed to do as he pleases at home. He will consequently, be expected to retain the enjoyment of the same privileges at school. Another cannot study much, and must not be hard pressed. In fact, he has such a wonderful development of brain, that his doting parents are often troubled lest this mundane sphere be not long his habitation. Another can-

not manage his son at home, and so sends him to school, with the expectation that the principal and teachers together will accomplish what the parent has failed to do. And in nine cases out of ten, if the child is treated as the parent has requested, such treatment will receive severe censure. Alas! how can one have tact to meet all the demands made upon him? How it will exhaust his vital energies, unless he be a very elastic man. How he needs to understand human nature, that as various requests, petitions, and even demands are urged upon him, he may arrange each and all satisfactorily and with impartial justice. He needs oftentimes to use what is familiarly denominated *soft soap*, and yet I would have no one here understand that a principal should be merely a policy man. I do not believe that policy and justice ever conflict. It is always policy to do what is right. If a parent comes to a principal, in a towering rage, about some real or fancied wrong which his child has received, it is necessary now to bring all his generalship to bear on the case. Prompted by his feelings he would be inclined to show his visitor the door; such a course of action, however, would be ruinous to an effectual adjustment of the matter. Listen, if possible, to his invective, and meantime, having learned your man, arrange in your own mind for a peaceful and satisfactory adjustment of the matter by arbitration. By the time he is through, if you are perfectly calm, he will begin to be ashamed of himself, and wish he had been less demonstrative and violent. Then suppose you talk the matter over quietly, bringing out all the merits in the case. It will present a far different aspect when stated impartially and impassionately from what it did seem through his child's distorted vision. Kind words and gentle manners will soon completely disarm the man and leave him at your mercy. There will be an apology on his part for his conduct, and a request that you will adjust the matter in your own way, and a promise that you shall no more be troubled by him, and that he will do all in his power to sustain both you and your teachers. This adjustment of the matter may not be accomplished with so much dispatch as to have taken him by the collar and pitched him into the street; but it is done much more effectually with no suffering of the temper and with no loss of vital energy. Let there be a calm exterior, whatever boilings may be going on within.

A principal should study the peculiar characteristics of those with whom he has to do, and try and find their right side. Much can be accomplished by this means. I heard of a college agent who once put such tact to a practical use. In his importunities for his college, he learned of a man of wealth who had some peculiar idiosyncrasies, and was told that he would be able to obtain a large contribution from him if he could only get on his right side. He gave the gentleman a call; found him busily engaged at his work;

went to him, knew his man at sight and began peeping first at one side of him, then the other. When the gentleman enquired the meaning of such strange procedure, the agent replied, "I was told, if I could get on your right side I should obtain a liberal contribution for my cause, and I was looking to see which the right side was." The gentleman was so much pleased with his tact that he then and there contributed much more largely for the endowment of his college than the agent had even dared hope for. Think it not beneath one's dignity to employ tact of a similar character.

E. A. HAIGHT.

REPORT OF PROCEEDINGS OF THE NORMAL ALUMNI ASSOCIATION.

No preparation for the annual meeting having been made by the regular officers, the resident and visiting alumni met on Friday evening before commencement and appointed committees to make necessary preparations for a business meeting and banquet. In obedience to the call of this committee the association met in the Reception Room of the University, on Wednesday evening, June 30th, with Mr. Roberts of '73, in the chair. On motion, Miss Woodruff of '74 was elected secretary. A nominating committee consisting of one from each class represented, presented the names of the following persons as officers for the ensuing term: For president, Charles L. Capen, of '65; for recording secretary Miss Maggie Woodruff, of '74; for corresponding secretary, J. W. Cook, of '65; for treasurer, Will. H. Smith, of '70. The "fund" project was discussed pro and con., but no definite action was taken further than to refer the whole matter to a committee for discretionary action.

At the conclusion of the business meeting, the association adjourned to the Wrightonian Hall where a host of good things had been prepared by the resident ladies of the association. After the supper, J. W. Cook officiated as toastmaster, and called upon His Excellency the Governor, who responded in a brief speech. Col. Beardsley of Rock Island, chairman of the S. O. Home Board, was present, and followed the governor. President Edwards, Prof. Hewett, I. E. Brown, of '74, Miss Raymond, of '66, and Charles L. Capen, comprised the list of the toasted.

After the more formal proceedings were concluded, a few minutes were spent in reminiscences, stories of early times, &c. After the singing of "Auld Lang Syne," the association adjourned.

D. C. ROBERTS, Pres. *pro tem.*

MAGGIE WOODRUFF, Sec. *pro tem.*

READING.

An immense deal of time has been squandered in trying to make elocutionists instead of good readers. Reform in this particular will give better results : and all know how better results are needed. The lack of ability to read intelligently stands in the way of progress at every step. To read well is to understand well. Unless pupils can do this, the avenues and highways to knowledge are barred against them. To develop an ability to read well is the especial business of primary teachers. No more time is needed than is now devoted to this branch. The defect is in the mistaken notion that pupils must be thorough, and that to be thorough they must read a whole year on a fifty minute lesson. Give the children enough reading of *their grade*, to keep them interested—easy reading, that they may understand,—enough reading, that it may be fresh and inviting, and of a character adapted to the development of the child's mind.

On other subjects give us less books and better ones : but for reading, give us more books and the best that can be had.

A. HARVEY.

MEN NEEDED.

In view of some recent and existing discussions, it may not be an utter violation of good taste to venture the remark that the competent teacher is not necessarily a woman. Time was when the popular voice demanded a male teacher in the rural districts during the winter term, even though he was taken from the shop or the barnyard for that purpose. Because it was found practicable and desirable, and an improvement in many instances to retain the same teacher, though a lady, through all the terms of the year, many have come to think and affirm that there is nothing in the teacher's work that requires a man's strength, or worthy of a man's ambition ; that men ought to go hence to nobler and more remunerative employments, and leave the more responsible or desirable positions of the profession, which by some strange mistake or absurd prejudice, they seem to have monopolized, to the gentler sex. Just now, we ought to emphasize the fact that there is universal, absolute and permanent need of men in the schools. Not denying to woman any merited praise for her work in the school-room, nor grudging her ample reward therefor, no false gallantry, nor weak desire for a circumscribed, enervating and supposititious popularity should keep us from proclaiming that the schools have need of man's greater originality, culture physical vigor and permanency. Public policy should be so established as

to attract the best men to this most important branch of the public service, and to secure for them a compensation commensurate with the value of their services, or at least sufficient by the exercise of ordinary prudence to provide their families against want upon the expiration of that period known in life insurance circles as the "expectation of life." Public opinion needs to be so modified, or formed, that a stalwart man, with a strong arm, and a vigorous brain, and a generous heart may not be esteemed an idiot or a fool for remaining in the schools, nor have his equanimity disturbed or his usefulness impaired by doubts, intimations or insinuations that he is an intruder on the domain of others, an interloper or a meddler. JAMES HANNAN.

WISE AND UNWISE ECONOMY IN SCHOOLS.

There is a strong set of public opinion in favor of economy in city and town expenditures. This general desire for economy is a healthy desire, and it is much to be wished that it may be persistent and keen enough to bring honesty and frugality into the administration of our public affairs; but it is of great consequence that behind the eager desire for economy, there should be a well-informed and careful judgment concerning the best means and methods of retrenchment.

It is a noticeable fact that the public schools are often selected as the department in which retrenchment is to be made. There is a plain rule by which every proposed economy in public schools should be tested. Nothing should be done for the sake of saving money, which will hurt the schools,—which will make them in the judgment of competent persons poorer than they now are. It is just as true of the state or of the town, as it is of the family, that the very last place to save money is in the education of the children. In any station of life there is no better test of substantial worth in a family, than the estimate which their actions show them to place upon the education of their children. No one expects much from a poor family which has no ambition about the schooling of the children. As to rich people who are careless about their children's training, their wealth is generally a mischief to themselves, their children, and the community. Whatever else the city or town may deny itself, let it not deny itself schools, or impair the efficiency of those it has. No retrenchment which injures the schools is true economy; for the ultimate object of public economy is to increase the public weal, and this common weal has its roots in the intelligence, vigor, and morality of the population, qualities which are cherished, trained, strengthened, and disseminated in the common schools.—*Atlantic Monthly*.

HOW SHOT ARE MADE.

If you ever come to Chicago, one of the first things that will be apt to strike your eye is a high, round tower, rising up seventeen stories, and almost as high as the highest church steeples. And here is where the shot are made. The melted lead is taken to the top of this high tower, and poured through a colander or sieve, the drops falling down in real leaden rain, nearly two hundred feet, cooling as they go, just as drops of rain harden into hailstones, and falling into a tank of water below. Now this might seem a simple and easy thing to do, and so it would be if that were all there was to it. But it is not. The drops of melted lead in falling have a tendency to cool at the bottom first, and so instead of hardening into a round ball the upper part would stretch out like the tail of a comet. Then, again, liquid metals crystallize in hardening, each particular metal having its own form, and it happens that lead crystallizes into cubes instead of globes, so that unless the drops can be made to form into spheres as soon as they leave the colander, they will harden into cubes and comets and all sorts of things, before they reach the bottom; so it was necessary to search around and find something else which crystallized in a different form in order to counteract this tendency. It was found that *arsenic* was the very thing. So now a small quantity of arsenic is mixed with all the lead and the little drops form into globes as soon as they leave the colander, and most of them harden in that shape. Some are imperfect, however.

They are lifted from the water in little cups fastened to a revolving shaft, which also empties them upon metal plates where they are dried by steam, and then the good and the bad are separated from each other. In order to do this a polished iron plate is tilted at a certain angle, and the perfect balls roll so fast and so easily and get such a momentum, that when they come to the jumping-off place they make a bound and go clear over into a bin fixed for them about a foot away. The imperfect ones, the comets and such like, find their tails in the way, and go so much slower that when they come to the end they reach only a receptacle at the bottom, and then are melted over and go through the same process again.

But the good ones are not finished yet. They are next put into a keg-like cylinder along with some plumbago—and by the way this plumbago comes all the way from the island of Ceylon on purpose—the cylinder is set to revolving very fast, and in a short time they come out beautifully polished and all ready to be screened. The screening is to separate the different

sizes from each other, for several different sizes are made, ranging from buck-shot down to a tiny little ball no larger than a cabbage seed, and of which it must take several to do much execution.

They are now ready to put up for market, and this is not the least interesting part of the whole. Little bags, large enough to hold twenty-five pounds, are hung just below some long iron tubes, through which the shot runs and falls into the bags, and when just twenty-five pounds have run in, a valve closes, and not another grain can get through. So you see they weigh themselves. Then they are piled into a heap and are ready to be sold, and to go out into the world upon their mission of destruction.—*The Advance*.

HOW JOHN BUNYAN GOT OUT OF PRISON:

Bunyan was in his day quite a controversial writer, and was very severe upon the Quakers until he learned that through the intercession of the Quakers he obtained his release from prison. It is a somewhat noteworthy fact, now well authenticated, that Charles II liberated Quakers and Puritans from confinement through the personal intercession of the Quakers, among whom was Richard Carver, who was mate of the fishing vessel which conveyed the king to France after the famous battle of Worcester, 1651. This honest Quaker sailor, after twenty years had rolled away, appealed to the king in person in behalf of those who were in prison. When the fugitive king fled for his life, this sailor conveyed him on shore. The vessel was bound for Poole, coal-laden, with two passengers, who passed for merchants running away from their creditors; the fugitive king and Lord Wilmont were landed at Freecamp, in Normandy, upon the back of a Quaker, and the vessel recrossed the Channel to Poole.

When the honest sailor appeared before his Majesty, the king expressed astonishment that he had not previously sought some reward. The sailor replied that he had merely done his duty, and God had rewarded him with peace of mind.

“And now, sir, I ask nothing for myself, but that your Majesty will do the same for my friends that I did for you: set the poor, pious sufferers at liberty, that you may have true peace and satisfaction.” King Charles thereupon pardoned four hundred and seventy-one Quakers, and many Independents and Baptists—among them John Bunyan.—*Christian Union*.

ODD EXPRESSIONS.

DEAR SCHOOLMASTER :—The New England *Journal of Education* for June 12th (by the way this is the best weekly educational paper we ever saw; it deserves success), says that “the expressions our Western people use strike one from the East as extremely peculiar.” I am certain that Illinois and the West can assure the writer that the striking is reciprocal—“action and reaction are equal and in opposite directions.”

They come to see us and tell us of weat (wheat), weel (wheel), kawn (corn), cellah, fellah, ellah, clahs, commahnd, omitting the sound of *r* very often and showing so much attachment for long Italian *a* that their pronunciation plainly shows them to be neither of the West nor South. As for “tola’ble” and “plumb-tired,” I learned those expressions myself when a boy down in good old New Hampshire, and can hear my old father make the reply any day now when I ask him how he does. No, don’t give the West the glory of coining those words. I believe localisms are quite as plentiful in the East as in the West. Of course in Colorado we have none but those that “mean business.” When we go down to “bed rock” and “strike pay dirt,” we expect to “pan out” well, but we don’t “ghe-dap” to our horses, “bet three cents,” stay “to home,” call one lone horse and wagon “a team,” have “desperate” big cabbages, and if we do “reckon” we “guess,” more seldom than our Eastern parents and cousins. G.

OFFICIAL DEPARTMENT.

ED. SCHOOLMASTER.—I am requested to answer, through the SCHOOLMASTER, the following questions :

1. “Has a teacher the legal right to compel a refractory pupil to leave the school-room, before calling in the directors to take action in the case?”

The authority to suspend or expel refractory pupils is given by law to the directors. This authority is delegated to the teacher. The teacher also has the authority from the same source, to inflict the penalty of immediate, though temporary suspension, in case of violent acts of insubordination. In all cases of temporary suspension, the facts must be reported to the directors as soon as practicable, for their information and final action.

2. “With the consent of the school, can the work of a janitor be enforced upon the pupils?”

There is no law by which any such agreement among the pupils of a school can be enforced. So long as pupils do such work without objection, and no demur is made on the part of parents, it may be well enough; but whenever any pupil or parent protests against the work of janitor being done in this way, no authority is vested by law in directors or teachers, to compel its performance.

Very Respectfully,

S. M. ETTER, Supt. Pub. Inst.

PROCEEDINGS OF THE SEVENTH ANNUAL MEETING OF THE SOCIETY OF SCHOOL PRINCIPALS OF ILLINOIS.

HELD AT CHAMPAIGN, JULY 6, 7 AND 8, 1875.

The society met in Industrial University building and was called to order by the President, J. S. McClung, at 8 o'clock, P. M. The Secretary, M. W. Smith, being absent, L. Gregory of Moline, was upon motion, called to act as secretary pro tem.

Dr. Gregory being absent, Prof. Burrill, of the University, delivered the address of welcome, to which the president responded briefly.

Upon motion, the president was requested to make the usual appointments of standing committees, and report the same at the opening of the morning session.

The society then witnessed a display of the powers of the magic lantern, which, in the hands of Prof. Robinson of the Industrial University, proved a very entertaining as well as instructive instrument.

Prof. Gastman, of Decatur, moved that a committee of three be appointed to take into consideration and report a revision of the "scheme of school reports" adopted by this society at their meeting in Chicago, July 8, 1870. Carried. Committee: Prof. A. Harvey of Paris, E. A. Haight of Alton, and W. H. Smith of Farmer City.

Prof. Burrill invited the society to visit the machine shops and chemical laboratory of the University to-morrow morning at 8 o'clock.

Upon motion the society resolved to accept the invitation.

Adjourned.

WEDNESDAY, JULY 7, 9:20 A. M.

After having spent an hour very pleasantly in company with the professors of the University, viewing the machine shops, armory, printing office, laboratory and conservatory of the institution, the society convened in the University hall and took up its regular order of business.

Devotional exercises were conducted by A. S. Kissell of Chicago. President McClung then delivered the annual address to the society.

The following standing committees were appointed.

On nominations, { M. ANDREWS of Galesburg.
J. HULL of Bloomington.
JAMES HANNAN of Chicago.

On resolutions, { C. P. HALL of Princeton.
J. W. COOK of Normal.
D. C. ROBERTS of Beardstown.

Auditing Committee, { C. I. PARKER of Danville.
I. E. BROWN of Decatur.
G. COLVIN of Pekin.

Prof. Kirk of Chicago, offered the following resolution: "That it is the sense of this society that the sessions thereof be held hereafter at the same time and place of the annual meetings of the State Teachers' Association," and moved that it be made the special order of business for 4 o'clock this afternoon. The motion prevailed.

Prof. E. A. Haight of Alton, then read to the society an able paper upon the subject of "*Tact*."

A lively discussion followed, led by Prof. Charles DeGarmo of Naples, and participated in by J. H. Rolfe of Chicago, W. H. Smith of Farmer City, A. S. Kissell of Chicago, and others.

A short recess was taken, during which the members were requested to interview the treasurer.

Miss S. E. Raymond of Bloomington, was introduced, and read a paper upon '*Promotions*.'

Messrs. O. M. Schec of Dundee, Gastman of Decatur, Smith of Farmer City, Haight of Alton, Andrews of Galesburg, and Rolfe of Chicago took part in the discussion.

Adjourned.

AFTERNOON SESSION, 2 O'CLOCK P. M.

E. C. Delano of Chicago, read a paper upon "Narcotics of the School-room." The subject was ably handled.

Upon motion, the discussion upon the programme for four o'clock was taken up at this hour, as a special order of business was called for 4 o'clock. "Hygiene of the School-room" was the topic, and it proved to be one of deep interest to Principals Gastman of Decatur, Schec of Dundee, Powell of Aurora, Delano of Chicago, Rolfe of Chicago, Andrews of Galesburg, and Smith of Farmer City taking part in the discussion.

Recess.

A letter from Dr. Gregory expressing regrets at his inability to meet the principals, and hearty sympathy in their work, and welcome to the halls of the Industrial University, was received and read to the society. The hour of 4 having arrived the resolution of Prof. Kirk relative to the time and place of meeting of this society, was taken up and discussed. A motion was made to lay the resolution upon the table until the next regular meeting. Upon the question coming to vote, it was claimed that persons were voting who were not members. Upon investigation it was found that very few were members, not having signed the constitution or paid their dues. A recess was accordingly declared to give gentlemen an opportunity to qualify. The motion finally prevailed and the resolution was tabled.

By order of the society, Mrs. J. Humphreys of Bloomington, was invited to read a paper upon "*Music*" before the society, this evening, Prof. Sweeny not having arrived.

The president appointed the following committee upon "Teachers and Vacancies :"

Prof. BAYLISS of Sterling.

Prof. BURRILL of Champaign.

Prof. MASON of Hannibal.

Adjourned.

EVENING SESSION.

The society convened at 8 o'clock, and listened to a well written paper from Mrs. Humphreys. It was followed by a song by Prof. Haight, and that by a reading by Prof. Smith of Farmer City; making altogether a very enjoyable evening.

THURSDAY MORNING, JULY 8.

Society met at 9 a. m. Prof. Haight led in singing Coronation, and Prof. Burrill conducted the devotional exercises; after which Prof. Hannan, of Chicago, read a paper upon the subject of "The Competent Teacher: how shall we secure him?" This important question was thoroughly and ably handled. It was further discussed by Powell of Aurora, Delano of Chicago, Kissell of Chicago, Miss Raymond of Bloomington, and others.

After a short recess, Gastman of Decatur, read a paper upon "Natural Science in the School-room." A very practical paper. An expression was called for of all who were attempting anything of the sort in the lower grades. A number of principals responded.

Upon motion, the society took up its regular business.

Committee on nominations reported as follows :

For President, P. R. WALKER of Rochelle.

For Vice President, J. W. HAYS of Urbana.

For Secretary, L. GREGORY of Moline.

For Treasurer, E. C. DELANO of Chicago.

For Ex. Committee, $\left\{ \begin{array}{l} \text{J. W. COOK of Normal.} \\ \text{E. A. HAIGHT of Alton.} \\ \text{I. E. BROWN of Decatur.} \end{array} \right.$

Report accepted and adopted as the choice of the society.

Committee on "Scheme of Reports" reported a recommendation that rules of the National Association be adopted. Upon motion, the subject was referred back to the committee for further examination and more complete report at the next session.

Committee on resolutions reported as follows :

Resolved, That the thanks of the society are due to the Faculty of the Industrial University for the use of the hall in which our sessions have been held, and especially for their kindness in showing us about the buildings and grounds, thereby adding much to the pleasure and interest of our visit; to the hotels and railroads which have favored us with reduced fare, and to the officers of the society for the efficient discharge of their duties.

Resolved, That we regard with serious apprehension the tendency in some towns, to impair the efficiency of the High Schools by reducing the course of study; that we consider the High School as a necessity to the graded school system, and as an important source from which to secure teachers for the district schools.

Report accepted and adopted.

The Treasurer's report was received, as follows :

Cash in treasury as per report at Galesburg.....	\$61.18
Received from members after report was submitted at Galesburg.	8.00
Received from members at Champaign.....	64.00

Total cash receipts.....	\$133.18
Paid by order of Auditing Committee.....	62.76

Cash in treasury.....	\$72.42
Champaign, Ill., July 8, 1875.	Signed, J. W. GIBSON, Treas.

Report was accepted.

It was moved that inasmuch as it is quite probable that no meeting of this society can be held one year from this date, unless it be held at Philadelphia, which would probably not be advisable, that the next session of this society be held at Rock Island, in the winter of 1875 and '76, and that the ex-committee be so instructed. The motion prevailed.

Adjourned.

J. S. McCLUNG, Pres.

L. GREGORY, Sec'y.

HOW TO COUNT INTEREST.

Five per cent. Multiply by number of days, and divide by seventy-two.

Six per cent. Multiply by number of days, separate right-hand figure and divide by six.

Eight per cent. Multiply by number of days and divide by forty-five.

Nine per cent. Multiply by number of days, separate right-hand figure and divide by four.

EDITORS' DEPARTMENT.

The meeting of the school principals at Champaign was a success. The tendency towards general discussion was a shade more pronounced than it should have been. Still there was enough of the work that was distinctively technical to make the gathering a profitable one. About forty-five principals were in attendance, besides County Superintendents and others interested in school work. It is our impression that rhetoric should be indulged in to a very limited extent at this meeting. If properly conducted, it is of infinitely more value to the State than any other educational gathering of the year. The work should be confined to the discussion of those questions in which the principals are interested, and to no others. And these discussions should be so thoroughly professional in their character that few other teachers will care to attend. There is danger that the society may become too large and the exercises to formal. The summer of 1876, promises to call most of the principals to the centennial celebrations in the East, hence, it was deemed the wiser policy to hold the next meeting in connection with the State association at Rock Island. The attempt to permanently connect it with the general association was defeated.

The early days of July are days of anxiety to many of the craft. That arbiter of the schoolmaster's destiny, the director, is in his glory at the summer solstice. He rises out of the dignity of ordinary citizenship and becomes for the nonce, a monarch in a small way. He may not have projected his official shadow over the door-step of the school house for a half score of months, nor dreamed that a "member of the board" is unlike other men: but now he feels that within him that tells him that he is a significant wheel in the moral machinery of the universe. He has some vague recollection that something has been said by somebody, somewhere, respecting the dignity of his office, and for a brief season he feels the annual reflux of duty. The decapitating machine is put to its merciless work with a discretion that would be sometimes ludicrous were it not too often the case that the public head, as well as the teacher's, is under the knife. "One year in a place" seems to be the maxim of more than one official body.

Far be it from us to assert that the failure to retain teachers is always unwise, but "most potent, grave and reverend seigniors," permit us to suggest that some of you are educating men and women at your town's expense, for the benefit of wiser communities. If a teacher has done fairly the first year, the chances are ten to one that he will be worth fifty per cent. more in the same position a second year, and that, other things being equal, the efficiency will increase with each succeeding term. You are asking us to respect individuality in the children, and send us away as soon as we are able to recognize it.

Principals learn what is the need of the school, and are ready to inaugurate the reform, but a stranger comes to repeat the experiments and the errors are perpetuated.

Permanency is the cure for most of the maladies that afflict the educational body corporate, and until school-boards learn that years are needed to perfect any plan worth a fig, we shall be groping through the doubtful field of experiment.

We have been spending a couple of days under the shadow of "The Industrial" in Champaign, and confess that we are "full of it." The central building is a majestic structure, and the various concomitants unite to impress one with a sense of largeness. If the signs are rightly interpreted we have within our borders that which should inspire all with a sensation of pride. Through oppositions peculiarly ungenerous, and discouragements most disheartening, Dr. Gregory and his faithful friends have laid the foundation of a university which is rapidly assuming proportions that are broad and enduring. If the Doctor is an enthusiast, would that heaven would graciously increase the tribe! With a faith in the compensations of time, and the logic of events, these men have patiently worked and waited, and now hostility must ground its weapons and croakers must take back seats.

At another time we shall attempt a somewhat detailed statement of what is doing at the university.

Among the topics discussed at the Champaign meeting, that of "recesses" awakened much interest. Many were surprised to learn that in some of the largest graded schools in the state there is no such thing as an outdoor recess during the morning or afternoon. At the close of each recitation an intermission of five minutes is taken, during which time the pupils are not permitted to pass from the room, except by special permission. Those who have given this plan a faithful trial enthusiastically declare that under no conditions would they return to the old way.

The gains are said to be very marked in the matter of "morals and manners." The pupils move about the room quietly and converse with each other, presenting the appearance of an orderly school sociable, instead of rushing down stairs and on to the play ground with yells that make life a burden to any who live in that vicinity. Pupils are prevented from gathering in crowds at the out-buildings, where a single vicious lad may do incalculable injury to a score. There is in the plan at least a partial remedy for some of the worst evils that result from the massing of so many children in one building.

Many may see practical difficulties in the way. If so, state the case to THE SCHOOLMASTER and those who have experimented will reply.

Mr. Gastman's paper on Natural Science in Public Schools, which we will present in full in the September SCHOOLMASTER, was characteristically practical, and brought many prominent teachers to their feet to second its suggestions. Upon examination it was found that about three-fourths of the principals present were doing something with one or more of the sciences and it was the unanimous verdict that the pupils not only take great interest in these studies, but also take increased interest in the ordinary branches of the common-school course.

The Natural History School, in session at Normal, is fairly at work and things are moving to the satisfaction of all concerned. Fifty-three are in attendance—about as many as can be accommodated conveniently. The instructors are Prof. Thomas, State entomologist, Prof. Burrill, Prof. of Botany at the Industrial University, Prof. W. S. Barnard, of Cornell University, Prof. S. A. Forbes, Curator of the Museum at Normal, and Dr. J. A. Sewall, Prof. of Chemistry in the Normal School.

The school divides into three sections in the forenoon, and two in the afternoon. The work of Prof. Thomas thus far, (July 21st, has been general introductory work and examination of specimens of the Coleoptera. Prof. Burrill has the class in structural Botany. A little time was spent at the beginning, in instruction in the use of the microscopes; about a dozen of which are in use by the class. Prepared objects were then placed in the hands of the pupils and were used until the instruments could be readily manipulated, when the class commenced the study of the preparation of specimens for microscopic use, cross sections of woody stems being used as illustrations. The fungi are now under consideration. Prof. Barnard has been giving laboratory instruction in invertebrates, (exclusive of insects). The class dissected during the first week, lobsters, crabs, marine worms and angle worms, star fishes, sea porcupines, sea cucumbers, and river mussels. Marine specimens were supplied from the east coast.

Prof. Barnard commenced July 21st, a series of lectures on the lowest organisms.

Prof. Forbes has had charge of the vertebrate zoology, and the work has been carried on in the dissecting room. The class divides into couples; each couple takes a fish and under the directions of the instructor, "the trouble begins."

The examination of the circulatory and digestive apparatuses has occupied their time up to present writing. To one who has not caught the infection, the enthusiasm of these workers is amusing. A branching artery is chased through all the domain of his fishship's corporosity, with as much apparent interest as angler ever evinced in inducing him to swallow the deceptive fly.

Dr. Sewall works the classes in analytical Botany, and they have thus far busied themselves with the more familiar plants of this vicinity.

The thing is a success. The study of natural history is assuming a rational form, hence, we may begin to look for the peculiar culture which this kind of work yields.

The Peoria school, we learn, is also entirely successful. We hope to present in our September number, a somewhat detailed account of the doings of both schools.

Prof. BURRILL of the Industrial, has arranged an outline of the larger orders of the fungi. We have printed a number of them, and can supply those desiring, at 50 cents a dozen, or will send a dozen and THE SCHOOLMASTER for a year, for \$1.50.

We present in this number, in addition to the president's address, extracts from two other papers read at the meeting of the Principals' Society, viz: Mr. Hannans and Mr. Haight's. We shall give other extracts from the same papers in future numbers.

THE BEAUTIFUL ART OF DECALCOMANIA.—20 Transfer Pictures, and 1 Beautiful Gem Chromo, with full instructions and Catalogue containing 2000 valuable articles, including Price List of Wax-Flower Materials. Instructions without a Teacher, etc., sent for 10 cents. 200 Transfer Pictures, 50 cts.; mixed, large and small, \$1.00. These beautiful pictures consists of Heads, Landscapes, Flowers, Autumn Leaves, Animals, Birds, Insects, Grotesque and Comic Figures, &c., and are easily transferred to any article, so as to imitate the most beautiful oil painting. Also, 5 beautiful Gem Chromos for 10 cents, 30 for 50 cents, or a full family portfolio of assorted varieties for \$1.00. Address, enclosing price, and a three cent stamp, B. Alexander & Co., 66 Fulton Street, N. Y. Agents Wanted. The trade supplied. Please state the name of the paper you saw this in.

EDUCATIONAL INTELLIGENCE.

Extracts from report of the Superintendent of the Warsaw schools.

FINANCES.

Actual cost of schools per pupil:

Upon school census.....	6 24
Upon number enrolled.....	9 07
Upon average number belonging.....	12 88

THE HIGH SCHOOL.

There were 120 pupils enrolled in the High School during the past year, which is an increase of 41 pupils since the beginning of the schools on Sept. 1st, 1874. The indications are that this number will be further increased at the opening of the schools for the ensuing year.

During the past year 14 students, ten ladies and four gentlemen, have completed the course of study in the High School and have received their diplomas.

In all, 43 pupils have graduated; 19 of that number during the past two years, and the remaining 24 during the preceding years of its existence. Many of the above number are successfully engaged in teaching, a few are in the legal profession, and the remainder in domestic pursuits. It is gratifying to state that those engaged in teaching, so far as is known, are giving entire satisfaction.

THE NATURAL SCIENCES.

The Natural Sciences have been taught as object lessons to a considerable extent during the whole year just closed. They have awakened a deeper interest in every department than has heretofore been obtained. The result is very satisfactory, and there are now nearly 1,000 geological specimens in the cabinet, a number of which were added during the past year. Some of these are quite rare and valuable. Donations of additional curiosities are respectfully solicited from all who feel an interest in the cause of education. All such will be gratefully received and duly acknowledged.

JOHN T. LONG, Supt.

We have received the first annual catalogue of the Illinois Southern Normal University, and find that during the past year they have had 396 different pupils in all departments. These have been instructed by nine teachers, seven men and two women. This is a most excellent showing in the matter of attendance. An examination of the curriculum reveals the fact that in the Normal School no provision is made for arithmetic, geography, reading, and the other studies of the common-school course. These appear in the Preparatory Department course instead, while the first term of the Normal

includes Algebra, Latin, Greek, English Language (in what form is not stated), Drawing, Singing and Calisthenics. 203 pupils have been in the Preparatory, and 103 in the Normal. One year's work in teaching in the Model School is required before a diploma is awarded.

The outlook seems very encouraging for the Southern Normal.

Polo.—Hon. S. M. Etter, State Superintendent, favored us with his presence last Thursday evening, and delivered a lecture to the members of the Normal School now in session at this place, and to the public generally. His subject was, The Relation of Education to National Liberty. He considered its importance to this and coming generations; its value as a creator of wealth and its powerful influence for morality and religion. All were presented with a clearness and power we have seldom heard equalled. All these points, and many others we have not noted, were made in favor of education for the masses at the public expense. If Mr. Etter continues as he has begun, he will honor the office of superintendent, by bringing it into closer sympathy with the people, and correcting many of the abuses that have crept into our school system and school management.

H. L.

The second session of the Inter County Institute was held at Paris, the first week in June, and pronounced by the local press "the most enthusiastic educational meeting, ever held in that place." The principal participants in the exercises were, Charles I. Parker, President of the Institute, Superintendent Etter, Miss Emma Myers, Danville, County Superintendent Cusick, Miss Watson, Paris High School, J. W. Hays, Urbana, Annie E. Hoff, Danville, Jonathan Piper, Chicago, Mr. Scovill, Hon. A. S. Kissell, Chicago, Mr. Harvey, of Paris, and others.

The following resolutions were adopted :

Resolved, That the prosperity, usefulness and glory of the State depends upon the proper development of the physical, mental and moral faculties of its citizens; and that it is an act of self preservation to provide for the instruction of all its children.

Resolved, That our schools should especially furnish that education which pertains to the industries of every day life, fitting the children, and furnishing the children, and giving them those common sense views of life which are essential to prosperity and happiness.

Resolved, That special thanks be tendered by this Institute to the citizens of Paris, for the free use of a commodious and elegant room for its sessions; to W. B. Caldwell for plants and flowers, for decorating purposes; to O. S. Jones for sundry favors; to the managers of the P. & D., I. & St. L. and Midland railroads, for granting excursion rates to members; to the ladies and gentlemen who furnished the excellent music for the occasion; to Hons. S. M. Etter and A. S. Kissell, for their valuable and instructive lectures, and to the Hon. Jonathan Piper, for his "Educational Manias."

Knox County.—The annual session of the Knox County Teachers' Institute will be held at Galesburg, Aug. 25, 26 and 27.

Clark County—An Institute began at Westfield July 14, and will continue through August.

Peoria and Knox Counties hold a Union Drill Institute at Elmwood, Peoria County, beginning August 2; it will continue four weeks. Dr. Sewall, Supts. Mary A. Whiteside and Mary A. West, President Edwards, Miss Parsell of St. Louis Normal, and others are to give instruction.

McHenry County—The Institute will be held in Richmond the second week of August.

Mercer County.—A Teachers' Normal Institute will be held at Aledo, beginning July 26, to continue four weeks. The tuition will be four dollars. Arrangements are perfected for a thorough drill in the common branches and in the sciences. State Supt. Etter will be present a portion of the time.

Stephenson County.—The third meeting of the Stephenson County Association of Teachers met in the High School-room at Freeport, June 12, 1875. The association was called to order at 10:45 by C. W. Moore, President. Rev. Hardin read the 37th chapter of Job. The first exercise was a class in map drawing, by Miss Risley, of Freeport. Supt. E. L. Wells, of Ogle County, gave to the teachers some valuable suggestions on Primary Teaching. Adjourned until 1:30 P. M. Afternoon session.—Continuation of Primary Teaching by E. L. Wells, which was followed by talk on Arithmetic by Prof. Piper. Recess. An exercise in Sentence-making, by Miss Martin, of Freeport. Owing to the shortness of the time, C. W. Moore gave but a short talk on Geography. It was decided that the next association be held at Lena, Oct. 2. Supt. C. C. Snyder was solicited to give an address on the evening preceding the meeting of the association. The president was appointed to prepare the programme for the next meeting. A vote of thanks was tendered by the association to Supt. E. L. Wells and Prof. Piper for their valuable instructions; also to School Board for use of building. Adjournment. L. C. MIDDLEKAUF, Sec'y.

Wayne County.—There will be a four-days' Institute at Fairfield during the last week of August.

Adams County.—A six weeks' Institute began July 6 at Camp Point. Prof. Hall and Supt. Black have charge.

Marshall County.—There will be an Institute at Lacon the first two weeks of August.

Christian County.—An Institute of two weeks duration will commence at Taylorville the middle of August.

Jackson County.—DEAR SCHOOLMASTER.—Your card asking the question, "Do you hold an Institute this Summer," was received to-day. In reply I will say that our Institute closed on the 12th of this month; the term was ten weeks long. The number of teachers in attendance was fifty. Mr. Joseph Harker assisted me in teaching and gave excellent satisfaction to all. He is well qualified to teach and is very zealous and earnest in the work. Our pupils made fine progress, and at the close of the term nearly all expressed a desire for another Institute next year. My classes in the Natural Sciences were large and enthusiastic in their studies.

There will be an Institute at the Southern Illinois Normal University in Carbondale, Jackson County, in August. The faculty of the University is doing a great work for the cause of education in Egypt. Much good work has been done the first year, and the outlook for the future prosperity of the school is very encouraging. All such institutions have to encounter petty jealousies at first, and usually suffer two or three years from the indiscreetness of their friends and the carping of their enemies, but let us hope that the University will triumph gloriously, and bless that part of the State in which it is located.

Yours Truly,

L. H. REDD.

Vermilion County.—The Vermilion County Normal School will commence its regular session at Hoopston, on the 19th of July, and continue six weeks, under the direct supervision of Prof. C. V. Guy, County Superintendent. Teachers should avail themselves of this opportunity to thoroughly prepare themselves for the winter campaign. Those who desire boarding or other information, should address Prof. Guy.

DuPage County.—Institute during second and third week in August.

Franklin County.—A three weeks' Institute began at Benton July 19. Profs. Brownlee, Washburn, Lusk and the Superintendent do the work.

Hancock County.—A four weeks' Institute began July 13 at Carthage. President Tressler, Prof. Easterday and Superintendent Griffin are in charge.

Woodford County.—An Institute to continue four weeks began at Minonk July 19. It is conducted by Prof. Lakin and Supt. Kirk.

Ogle County.—The Teachers' Drill for 1875, will be held at Rock River Seminary, Mt. Morris, commencing August 3d, and closing August 26th. President Edwards, Prof. Dougherty, S. W. Wadsworth and B. Hedges, will act as instructors during the whole of the session. Supt. Pickard of Chicago, Dr. Gregory of Champaign, Principals Walker, Piper, Gibson, Blount, and others, will assist during a part of the session. President Edwards will teach Reading, and give instruction in the Theory and Practice of Teaching. Classes will be formed in each of the branches required of teachers in obtaining certificates, and members can enter such classes as they select. Altogether the exercises will be very valuable to the teachers in attendance.

The County Board of Supervisors has provided for the incidental expenses of the session, and for the undersigned to spend his time in giving methods of instruction, examinations, etc. A tuition fee of \$3 00 each will be charged to defray the other expenses of the Drill. The expense of boarding may be so much less than usual, that teachers can well afford to pay this tuition fee for the services of those that will be of so great aid to them. The use of sixty rooms in the Seminary buildings, each provided with a table and bedstead, will be given, rent free, to those that wish them. Members can have their food cooked for them at fifty cents each, per week, or can board in clubs at \$1.50 to \$2.00. Board with furnished rooms, with private families, \$3.50, and at hotels, \$4.00. All persons intending to be present, are requested to notify me at once, and if assistance as to boarding is desired, to so inform me. Teachers should take such text and reference books as they have, with bibles, slates, stationery, etc.

The teachers of Ogle county always do their duty.

Oregon, Ill., June 17, 1875.

E. L. WELLS, Co. Supt. Schools.

LaSalle County.—The LaSalle County Teachers' Association hold their annual session at Mendota, commencing Monday P. M., August 15th. Profs. H. L. Boltwood, J. Piper, J. R. McGregor, Wm. Brady, W. W. Johnson, J. W. Huett, and other prominent teachers in the county will conduct exercises during the session.

Peoria County Normal School.—We learn from the report of the Principal, S. H. White, that this school has had 105 different pupils during the past year, with an average attendance of 63.2. The last graduating class numbered 8, of whom half were young men. Of the 105 pupils attending during the year, all but 14 were from Peoria county. The principal says: "In reviewing the work of the past year, it seems to me the most satisfactory in its results of any the school has yet experienced." The cabinet and library have been largely increased.

Perry County.—A Normal School, for the improvement of teachers in school-room work, and those preparing to teach, will be commenced in Public School building in Du Quoin, Tuesday, August 3d, and continue, if practicable, for a term of four weeks. The common branches will receive particular attention. A class will be organized in the elements of the sciences required by law for 1st grade certificate. Bring all the text-books you have. Tuition \$1.00 per week. I shall be assisted by competent instructors. Among them, Jos. Harker, who lately assisted the Supt. of Jackson County in Teachers' Drill. Good board can be obtained at from \$3 to \$4 per week.

At the close of the term, I will hold an examination for county certificates. Those expecting to attend, will please notify me.

JOHN B. WARD, Co. Supt.

Fayette County.—Teachers' Institute, second annual session at the High School room in Vandalia, commencing Monday, Aug. 23d, and closing the following Friday.

Programme :—Morning. 8:45, Devotional Exercises. 9:00, Arithmetic, John J. Brown. 9:30, Discussion of the same. 10:00, Reading, Prof. J. D. Collins. 10:30, Discussion. 11:00, Natural Philosophy, F. Wantland. 11:30, Discussion. 12:00, intermission.

Afternoon. 1:30, Orthography, Hugh Carroll. 2:00, Discussion. 2:30, English Grammar, R. D. Whitford. 3:00, Discussion. 3:30, Geography, John H. Miller. 4:00, Discussion. 4:30, Physiology and Hygiene, Prof. Crichton. 5:00, Discussion. 5:30, adjournment. The above will be the programme for each day.

Dr. Allyn and Prof. Brownlee of the Southern Illinois Normal University will be present.

Evening exercises will consist of lectures upon the Natural Sciences, Theory and Art of Teaching, etc.

Every teacher who wishes to keep up with the progress of the times, and to earn the salary that he receives, will attend.

B. F. SHIPLEY, Co. Supt.

ILLINOIS NORMAL.

The term closed June 30th, with a full school. July 1st, commencement was celebrated with the customary ceremonies. Fourteen of the graduating class held forth to an assembly that crowded Normal Hall to its fullest capacity. Mr. Ellis was salutatorian, and Miss Florence Ohr, valedictorian. The exercises were, as usual, superior to those of any other class.

Governor Beveridge was present, and at the conclusion of the President's address he awarded the diplomas and addressed the class. His effort was a very happy one, and received hearty applause. Dr. Allyn, of the Southern Normal, and State Superintendent Etter, were on the platform, and in response to repeated calls, made some exceedingly sensible remarks, those of Supt. Etter, being addressed especially to the undergraduates. Hon. Dr. Stewart, and Hon. Dr. Rogers, of McLean county, paid the penalty of office-holding, in obedience to the calls of the president. At the conclusion of the speech-making, the graduates, faculty and invited guests, adjourned to the Wrightonian Hall, where an elegant collation had been prepared by Mr. Bateman, of Bloomington. After discussing the good things for an hour, Dr. Sewall took his position as toastmaster of the occasion and proceeded to serve up several of the company in the most approved style. The Governor protested against making twenty speeches a day, but showed his ability to double the number if necessary. Pres. Edwards, J. W. Cook, Dr. Allyn, Supt. Etter, Dr. Bailey, of Blackburn University, and Mr. Shearer of the class of '75, were successively disposed of, when the gathering slowly dispersed and the sixteenth annual commencement passed into history.

Several of the class are already engaged for next year. The names of the graduates are as follows: Florence Ohr, Josephine McHugh, Henrietta Watkins, Mary

Watkins, Margarita McCullough, Josiah P. Hodge, Justin Hartwell, A. D. Beckhart, John L. Shearer, Robert L. Barton, James A. Mosher, Will S. Mills, Lewis Bryan, B. Frank Stocks, Judd M. Fiske, Wm. T. Crow, David Ayres, James Ellis, U. Clay McHugh, from the Normal department, and Frank W. Gove, Emrick Hewitt, Nicholas T. Edwards and Miss Wheaton, from the high school.

Mr. and Mrs. D. C. Roberts. Miss Fannie B. Pace. That's what the cards say. THE SCHOOLMASTER wishes them abundant happiness.

Albert Lemmen and Mr. McPherson and sister teach at Vandalia next year. They came out ahead on the competitive examination.

They haven't named it yet, but will probably call it Walter Peers Lockwood.

BUSINESS ITEMS.

We again call the attention of all friends of progress to Sheldon's New Series of Readers, published by Messrs. Scribner, Armstrong & Co., 743 and 745, Broadway, New York.

Teachers, have you seen and examined these superior books? They have not been made for hire, but have been "*worked out*" faithfully, *in school*, by one whom *you* know to be *competent*, and who has earned your confidence. You can obtain the series, or any book of the series, by remitting one-half the retail price to O. S. Cook, 63 and 65 Washington street, Chicago, Ill.

Wonderful! Ecstatic! The beautiful resorts of the Rocky Mountains, the charming Parks and grand old Peaks with perpetual snow, the great Canons, the wonderful waters which give health to the invalid, the clear sky and magic atmosphere—these you can enjoy by taking the Kansas Pacific Railway. Is your wife in delicate health? Don't fail to take her to some of the famous medicinal springs in Colorado. The Kansas Pacific is your route. Is your daughter weakly and debilitated from pleasure or study? If so take her to the Rocky Mountains by the Kansas Pacific Railway across the plains. There are innumerable charming places for health, and no country has such grand or varied scenery. If you are used up physically by close application to business or sedentary pursuits, be sure to take a trip to the Rocky Mountains and famous springs and health resorts of Colorado, via. the Kansas Pacific Railway. You can not fail to regain your vigor and complete health.

SOUTHERN ILLINOIS NORMAL.

The closing exercises of the first year of the Southern Illinois Normal, were interesting to the numerous visitors in attendance, and gratifying to its friends. The annual report of the principal, Dr. Allyn, shows that the number of individual students enrolled during the year was 403. The enrollment for the last term was 282.

On Monday and Tuesday, the 14th and 15th of June, the written examinations took place, in all departments. The papers were generally good. On Wednesday the oral examinations were held, and many visitors from different parts of the State were present. Among others, were State Superintendent S. M. Etter, and wife, Messrs. Roots and Gastman, of the State Board of Education, the Board of Trustees of Southern Illinois Normal, Mr. Alvord, Superintendent of Cairo City School, Hon. Mr. Sheldon, State Senator from Champaign district, and Prof. Wm. F. Swahlen, of McKendree College, Lebanon, Illinois.

On Wednesday, the literary entertainment of the Normal Zetetic Literary Society was held in the assembly room of the University. Notwithstanding the severe storm of that evening, during which our worthy President had his hat blown away, the performers were greeted with a fair audience, and their efforts to interest and please were successful.

On Thursday was commencement day. President Allyn first delivered a powerful and scholarly address to the large audience of some 1500 people, addressing himself particularly at the close to the students. He then introduced Prof. W. T. Harris, Superintendent of Schools in St. Louis, who delivered a masterly address. His effort was highly commended by all who heard it. Several of the prominent men of Southern Illinois were then invited forward and made interesting remarks. The exercises were interspersed and enlivened with music by the pupils of the model and Normal departments. There were no graduates this year, but there will be a class by the next commencement.

The next regular session of this Institution begins September 13th. There will be a special session held for the benefit of teachers, beginning on the 9th of August, and continuing three weeks. Those desiring to attend should forward their names to the Principal, Dr. Allyn, or to Dr. Jas. L. Roberts, Secretary of Trustees. At the close of the special session, an examination will be conducted by examiners appointed by State Superintendent Etter, for State certificates. Those desiring to participate in the examination should write to the State Superintendent and get circulars containing needed information.

The fencing of the grounds is going rapidly forward. The appropriation for grading has been judiciously expended, but still much remains to be done before the grounds are in satisfactory condition.

Livingston County.—The annual institute will begin at Pontiac, August 10th, and continue ten days.

PROF. H. H. C. MILLER, who has been Superintendent of the Public Schools in Morris for the last five years, has resigned his position to take charge of the schools in Pittsfield, Pike county. He will have a salary of \$2,000 per year in his new position. The school authorities of Morris offered him an equal amount to stay with them, but their offer was not made till he was committed to the change. On Wednesday, the 17th of June, Mayor Scovill presented him with a handsome gold watch as a token of the good will of the citizens of Morris.

PERSONAL.

JOHN H. PARK goes to Cedarville, Stephenson County, next year.

C. W. MOORE goes to Lena.

L. M. HASTINGS succeeds Mr. Hall at West Aurora.

M. WATERS follows H. H. C. Miller at Morris.

HON. NEWTON BATEMAN was installed as president of Knox College, June 23. The exercises were of much interest. Knox enters upon a new leaf of history. May her worthy president receive from her patrons the support he so richly merits.

Mr. LIVINGSTONE, former Supt. of Mercer County, takes the principalship of the LaFayette (Stark Co.) schools.

FRANK MATTHEWS remains at Toulon,
W. R. SANDHAM at Wyoming, S. S. Wood at North Wyoming and J. M. Smith at Bradford.

L. KINGSBURY goes to Lincoln.

JUSTIN HARTWELL goes to North Dixon.

B. F. STOCKS takes charge of the Bethalto (Madison Co.) Schools, next year,
A. D. BECKHART of the Cerro Gordo, (Piatt Co.) Schools, and J. P. HODGE of the Golconda Schools.

J. N. DEWELL succeeds L. M. HASTINGS, at Litchfield.

ALF. HARVEY is elected for the fifth time to the principalship of the Paris schools.

M. C. CONNELLY remains at Petersburg next year. He has just finished his fifth year there.

JOHN T. LONG is to continue at the head of the Warsaw schools.

BOOK TABLE.

Pestalozzi: His Life, Work and Influence, by HERMANN KRUSI, A. M. Cincinnati: WILSON, HINKLE, & CO. 246 large pp. with several illustrations; price \$2.25.

Here is a book which ought to be in every teacher's library. It would gratify our curiosity could we know how many persons that know absolutely nothing about Pestalozzi, are now teaching in the schools of Illinois. Heretofore, however, it has not been easy for one to obtain a full account of his life and labors; hence, this work will supply a real want. The author, himself a life long teacher, is the son of Hermann Krusi, one of Pestalozzi's teachers in his famous school; the author has been, for years, connected with the Normal school at Oswego. His work consists of twenty-three chapters, and is divided into five parts, as follow: Part I., Life of Pestalozzi; Part II., Associates of Pestalozzi; Part III., Extracts from the Writings of Pestalozzi; Part IV., Principles and Method of Pestalozzi; Part V., Spread of the Pestalozzian System.

The book is beautifully made; printed in clear type, on smooth tinted paper, and illustrated with portraits of Pestalozzi, Krusi, Niederer, and Tobler, Pestalozzi's associates; besides several views in Switzerland, etc. We have read the book with great interest, partly because of its intrinsic merit, partly because of the interest that every educator must feel in Pestalozzi and his system, and partly, we confess, from very kindly memories of the author.

The Natural History of Man, A Course of Elementary Lectures, by A. DE QUATRE-FAGES. New York: D. APPLETON AND COMPANY. pp. 152, flexible covers; price, \$1.00. For sale in Chicago by JANSEN, McCLURG & Co.

This is the second volume of the "Natural Science Library." The author, one of the most eminent authorities on Anthropology, is Professor at the Museum of Natural History in Paris. The lectures were given to working-men, and are plain and easily understood.

The topics discussed are "The Unity of the Human Species," "The Antiquity of Man," "The Origin of Man," "Physical Characters of the Human Race," and "Intellectual and Moral Characters of the Human Race."

On p. 9, the author declares: "I shall leave to theologians theology, to philosophers philosophy, limiting myself to science, especially to natural science." From science, he concludes, that all mankind are of one species, that they originated at a very remote period in central Asia, and that man is essentially different from brutes, and was never developed from them. On this last point he is very positive; and the translators have taken care to put in the appendix the opposite view held by Darwin, Huxley and others.

We quote a few of his most striking statements.

"Man is not an animal. He is widely distinguished from animals by numerous and important characters. I shall here only refer to his *intellectual superiority*, to which belongs articulate speech, so that each people has its special language; *writing*, which permits the reproduction of this language; the *fine arts*, by the aid of which he conveys, and, in some sort, materializes the conceptions of imagination. But he is distinguished from all animals by two fundamental characters which only pertain to him. Man is the only one among organized and living beings who has the *abstract sentiment of good and evil*; in him alone, consequently, exists *moral sense*." p. 9.

"Finally, then, all organized and living beings have had a father and a mother." p. 12.

In respect to experiments to prove *spontaneous generation*, he says: "But these experiments have failed whenever they have been repeated with proper precautions to prevent the introduction of germs which float constantly about us." p. 71.

"To sum up: the theory that man is descended from the monkey, by means of successive modifications, is in reality only a brilliant fancy which has no support in precise facts." p. 86.

"There exists only one human species; and, consequently, all men are brothers,—all ought to be treated as such, whatever the origin, the blood, the color, the race." p. 109.

He confesses his inability to solve the question of man's origin; but, on page III., he says, "But, if I could not say whence man came, I could say, in the name of science, whence he did not come; I could affirm that our ancestor was not an animal,—neither a monkey nor a seal, nor any other animal whatever."

"Finally, man has his own attributes,—faculties that belong exclusively to him,—morality and religion. Well, these exclusively human faculties seem admirably to complete this exceptional being. It is these that ennoble him, and justify the incontestable empire that he claims over the globe; for it is these which, along with the sentiment of punishment, give birth to the idea of duty, the thought of responsibility.

Here, gentlemen, is the summing up that one is led to make of man when he is studied exclusively from knowledge by the naturalist."

These are the last words of the book.

Manual of Practical Arithmetic, by WILLIAM G. PECK, L. L. D. New York and Chicago: A. S. BARNES & CO. pp. 208; price, 50 cents, and *Complete Arithmetic*: Same author and Publishers. pp. 318; price, 90 cents.

The smaller book of this series is intended for pupils who can take only a short course; and is full enough for the ordinary purposes of practical life. It deals very little with explanations, but gives concise methods and examples for practice. Its plan is based upon the sound principle that in elementary arithmetic practice goes before science. The small book may also be used as introductory to the larger one.

The larger book is much briefer than most of the "complete arithmetics"; its brevity is the result of rejecting much matter that is not necessary to the practical purposes of arithmetic; and by making the rules and explanations as concise as possible.

There are several points in these books that commend themselves to our approbation; we instance:

- 1st. Their moderate cost.
- 2d. Their clear print and neat appearance.
- 3d. The conciseness and clearness of the methods.
- 4th. We commend the books for what they contain,—including the *Metric System*,—and not less for what they omit.

Our books on arithmetic are generally overloaded; the result is that our pupils devote much time to arithmetic that ought to be given to something else; at the same time, they do not obtain a clear mastery of the subject.

The author has treated some subjects better than they are generally treated; we commend his recognition of true principles in addition and multiplication,—his presentation of both cases in division,—his treatment of fractions in general, especially in multiplication and division, and the treatment of the Roots.

We have some things to say in the way of criticism.

The author adds, subtracts, multiplies and divides *figures!* We do not like his method of subtracting when a term of the subtrahend exceeds the corresponding term in the minuend. We would base Decimal Fractions on the system of whole numbers, not on that of Common Fractions. His methods under Percentage are not always the briefest or clearest. We think, to most minds, his notions will seem to be wrong end first; he gives too much space to the "Rule of Three." On page 194 he says: "Most of the problems that are usually solved by the rule of three can also be solved, and often more expeditiously, by analysis." Substitute *all* for "most" and strike out "often," and we accept the statement. We object *in toto* to his definition of compound numbers, although it is the one commonly given. And we are sorry to see that all the answers to the problems are given; although perhaps it is worth something that they are banished to the last pages of the book; for here they may be torn out!

On the whole, we should be glad to see these books substituted for many that are used in our schools.

Elements of Geometry after Legendre, with a selection of Geometrical Exercises, and Hints for the Solution of the Same, by CHARLES S. VENABLE, Professor of Mathematics in the University of Virginia. UNIVERSITY PUBLISHING COMPANY. New York and Baltimore.

On first looking at this book, we were very favorably impressed with its general appearance. And our impressions were strengthened by a closer examination. The mechanical execution is faultless. The binding, quality of paper and printing are excellent, making a very serviceable book. The plan of the work we like, especially "the addition to each book of exercises adapted to the order of the theorems of the book." Those exercises we esteem very valuable in class-work, as they afford the pupils an opportunity to test the power he has acquired in mastering the theorems and problems of each book. We write this after having used several of them in a class which is at present using another text-book. And were it not that the class is just completing its work in Elementary Geometry, we certainly would use this volume very extensively in the assigning of lessons.

ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

SEPTEMBER, 1875.

NUMBER 88.

DRAWING. V.

XXXV.

MATTER.

1st. Draw an oblong, making vertical lines one inch, and horizontal lines two inches in length.

2nd. Teach the definition of an oblong.

XXXVI.

MATTER.

1st. Construct an oblong, making vertical lines one-half inch, and horizontal lines two inches in length.

2nd. Bisect each horizontal line ; bisect the parts.

3d. Connect corresponding bisecting points.

4th. Divide each square into four equal parts.

5th. Bisect the parts of the center horizontal line in the left hand square.

6th. One-eighth of an inch above each bisecting point make a point.

7th. One-eighth of an inch below each bisecting point make a point.

8th. Connect the points forming a square.

9th. Erase the lines found inside the square last drawn.

10th. In like manner draw squares inside the remaining half-inch squares. Figure 31.

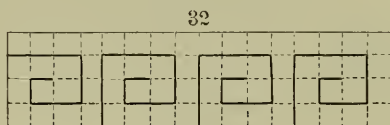
31



XXXVII.

MATTER.

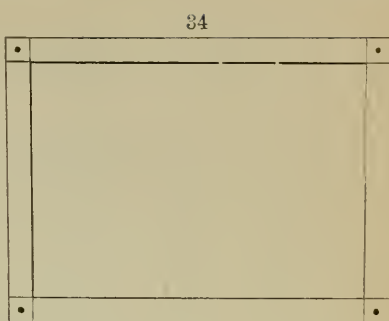
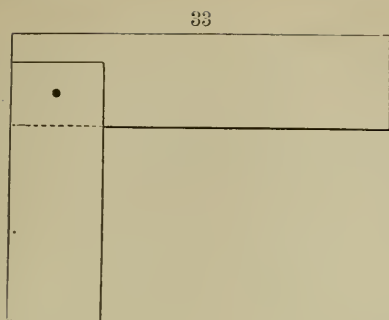
- 1st. Construct an oblong as in XXXVI, and divide into four squares.
- 2nd. Bisect each line in the left hand square; bisect the parts.
- 3d. Connect corresponding bisecting points of parallel lines.
- 4th. Erase the parts of the second, third, fourth and fifth vertical lines between the first and second horizontal lines; the second and third vertical lines between the second and third horizontal lines; the third vertical line between the third and fourth horizontal lines, and the second, third and fourth vertical lines between the fourth and fifth horizontal lines.
- 5th. Erase the parts of the third and fourth horizontal lines between the first and second vertical lines; the third horizontal line between the third and fourth vertical lines, and the second, third and fourth horizontal lines between the fourth and fifth vertical lines.
- 6th. Finish the remaining squares to correspond with the first. Figure 32.



XXXVIII.

MATTER.

- 1st. Draw a vertical line one inch and a half in length.
- 2nd. Two inches to the right of the upper end of this line make a point, and connect with the vertical line.
- 3d. One-half inch below the horizontal line just drawn, draw another of the same length.
- 4th. Connect the right ends of the horizontal lines.
- 5th. Make a point in the first vertical line one-eighth of an inch below the upper horizontal line.
- 6th. One-half inch to the right of this point make a point, and connect the two.
- 7th. Make a point one-half inch to the right of the lower end of the vertical line and connect.
- 8th. Connect the right ends of the short horizontal lines.
- 9th. One-fourth inch to the right of the left vertical line, and one-fourth inch below the upper horizontal line make a large dot. Figure 33.



XXXIX.

MATTER.

1st. Construct an oblong, making vertical lines one inch and a half, and horizontal lines two inches in length.

2d. Make a point in each line one eighth of an inch from each right angle.

3d. Connect corresponding points in parallel lines.

4th. Mark the center of each small square with a point. Figure 34.

XL.

MATTER.

1st. Draw two vertical lines two inches long and one inch and a quarter apart, and connect the upper ends.

2nd. Make points in the horizontal and each vertical line one-half of one-eighth of an inch from each right angle.

3d. One-half of one-eighth of an inch to the right of the lower end of the left, and to the left of the lower end of the right vertical line, make points.

4th. Connect corresponding opposite points.

5th. Connect the lower ends of the left vertical lines.

6th. Connect the lower ends of the right vertical lines.

7th. Make points in the inner vertical lines one-half inch below the upper horizontal line and one-half inch above lower ends, and connect the opposite points.

8th. Bisect the vertical lines between the horizontal lines last drawn : bisect the parts : bisect the parts.

10th. Connect corresponding points in vertical lines.

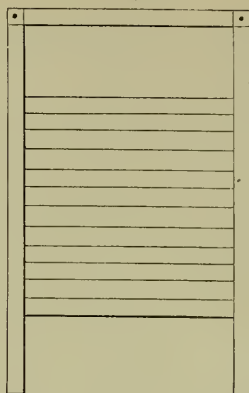
11th. Make a point in the center of each small square. Figure 35.

XLI.

MATTER.

1st. Make points and draw two horizontal lines three inches long, and one-eighth of an inch apart.

35



2nd. Connect the ends of the horizontal lines.

3d. Make a point in the lower horizontal line one-fourth inch to the right of the left end of the oblong.

4th. Two inches below this point make a point and connect the two.

5th. One-eighth of an inch to the right draw a vertical line corresponding to the one just drawn.

6th. Connect the lower ends of the vertical lines.

7th. Draw an oblong corresponding to the one just drawn, one-fourth inch to the left of the right end of the first oblong.

8th. One-half inch below the lower horizontal line make points in the inner vertical lines, and connect the two.

9th. Make points in the second horizontal line one-fourth inch from the inner vertical lines.

10th. Directly below these points, and one-eighth of an inch above the lowest horizontal line, make points. Connect these points with points in the horizontal line.

11th. Connect the lower ends of the short vertical lines.

12th. Half-way between the short vertical lines and one eighth of an inch below the second horizontal line, make a large dot. Figure 36.

XLII.

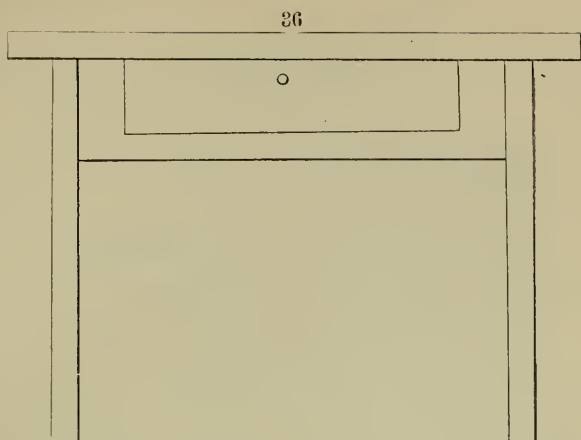
MATTER.

1st. Draw a horizontal line half an inch long.

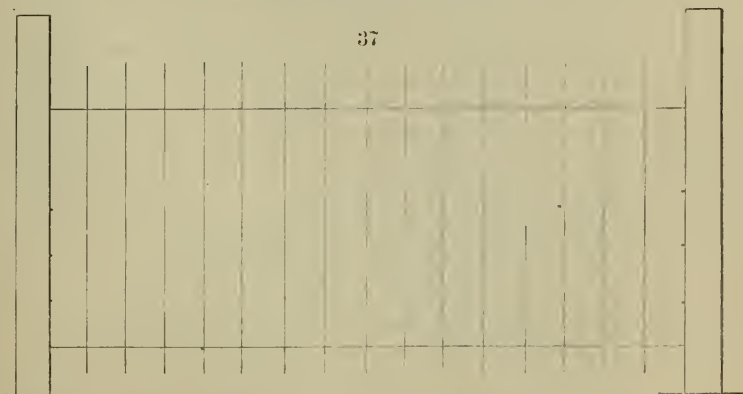
2nd. Trisect.

3d. Two inches above each trisecting point make points and connect corresponding points.

4th. Connect the upper ends of the vertical lines.



- 5th. Four inches to the right of this figure, construct a similar figure.
- 6th. Bisect the inside vertical lines; bisect the upper half of each vertical line.
- 7th. Connect the last bisecting points.
- 8th. Bisect the lower half of each inner vertical line; bisect the parts.
- 9th. Connect the lowest bisecting points.
- 10th. Bisect each horizontal line; bisect the parts.
- 11th. Make points one-fourth inch above each bisecting point in the upper horizontal line.
- 12th. Make points one-eighth of an inch below each bisecting point in the lower horizontal line.
- 13th. Connect the corresponding points made above and below the horizontal lines.
- 14th. Draw vertical lines the same length as those already drawn, dividing the spaces into two equal parts. Figure 37.



Three weeks will be required to do the work given in this paper.

E. J. TODD.

MORITURI SALUTAMUS

BY HENRY W. LONGFELLOW.

* * * * *

In mediæval Rome, I know not where,
 There stood an image with its arm in air,
 And on its lifted finger, shining clear,
 A golden ring with the device, "Strike here!"
 Greatly the people wondered, though none guessed
 The meaning that these words but half expressed,
 Until a learned clerk, who at noonday
 With downcast eyes was passing on his way,
 Paused, and observed the spot, and marked it well,
 Whereon the shadow of the finger fell;
 And, coming back at midnight, delved and found
 A secret stairway leading under ground,
 Down this he passed into a spacious hall,
 Lit by a flaming jewel on the wall;
 And opposite a brazen statue stood
 With bow and shaft in threatening attitude.
 Upon its forehead, like a coronet,
 Were these mysterious words of menace set:
 "That which I am, I am; my fatal aim
 None can escape, not even yon luminous flame!"
 Midway the hall was a fair table placed,
 With cloth of gold, and golden cups enchased
 With rubies, and the plates and knives were gold,
 And gold the bread and viands manifold.
 Around it, silent, motionless, and sad,
 Were seated gallant knights in armor clad,
 And ladies beautiful with plume and zone,
 But they were stone, their hearts within were stone,
 And the vast hall was filled in every part
 With silent crowds, stony in face and heart.
 Long at the scene, bewildered and amazed,
 The trembling clerk in speechless wonder gazed;
 Then from the table, by his greed made bold,
 He seized a goblet and a knife of gold,
 And suddenly from their seats the guests upsprang,
 The vaulted ceiling with loud clamors rang,
 The archer sped his arrow, at their call,
 Shattering the lambent jewel on the wall,
 And all was dark around and overhead;—
 Stark on the floor the luckless clerk lay dead!
 The writer of this legend then records
 Its ghostly application in these words:
 The image is the Adversary old,
 Whose beckoning finger points to realms of gold;
 Our lusts and passions are the downward stair
 That leads the soul from a diviner air;
 The archer, Death; the flaming jewel, Life;
 Terrestrial goods, the goblet and the knife;
 The knights and ladies, all whose flesh and bone
 By avarice have been hardened into stone;
 The clerk, the scholar whom the love of pelf
 Tempts from his books and from his nobler self.

The scholar and the world! The endless strife,
 The discord in the harmonies of life!
 The love of learning, the sequestered nooks,
 And all the sweet serenity of books;
 The market place, the eager love of gain,
 Whose aim is vanity, and whose end is pain!

* * * * *

—*Harper's Monthly.*

*THE NATURAL SCIENCES IN THE PUBLIC SCHOOLS.

The public schools are to-day meeting a flood of criticisms. Many rail at their management. A few would abolish them altogether. The objections are based upon various grounds. In certain parts of the country it is confidently asserted that the courses of study are so burdened with "college studies," as they are called, that the foundations of an English education are neglected. During the past winter, one of the prominent newspapers, in our own State, made the assertion that the race of teachers is rapidly becoming extinct in the common schools of Illinois. "They are professors, whose business it is to assign lessons and hear recitations, while the children are taught at home by the overworked parents or by older brothers and sisters!" Again, another class of objectors say that we use all the best years of a child's life in teaching him arithmetic, and when we have finished our bungling work he can't tell the price of fifteen and a half bushels of corn if three bushels cost one and a half dollars. "If properly taught, this subject should be finished in six months, and thus plenty of time can be found to make the child proficient in all the sciences. "But the complaints are even worse about grammar." Years are spent in trying to master the mysteries of English syntax, and when the miserable task is completed, the pupil makes more errors in speaking and writing the language than he ever did before." But why continue the unprofitable list? No subject is taught in the schools that is not declared by some one to be a useless humbug. Geography can be learned only by travelling. We have not yet reached the classic period in American history, and therefore it should wait until that blessed time shall arrive before it crowds itself upon the attention of our children. Music and drawing are characterized as fancy studies, only introduced into the schools for the purpose of making a show.

Gail Hamilton, in a late number of the *Christian Union*, draws an unfavorable comparison between the modern graded school and the district

*Read at Annual Meeting of State Principals' Society.

school of the good old days. It is currently reported that our State Supt. is getting his guns in position to discharge a volley at our High Schools.

In a word, the educational times are sadly out of joint. Many are ready to criticise and tear down, but it may well be doubted whether anything better is offered in the place of the discarded machinery.

I am asked by your committee to discuss "The Natural Sciences in elementary schools." In view of the foregoing statements, it may well be questioned whether the natural sciences should be in the elementary schools. Have they any business there? Will they pay? Are they not properly included in the work of the colleges? Certainly, our fathers were not taxed to pay for the teaching of these things, and why should we be? Give the children the elements of an education at the public expense, and let their parents furnish whatever else may be desired. These arguments are advanced by many who claim to be strong friends of the public schools.

The Legislature of 1872 passed a law requiring the elements of these sciences to be taught in our common schools. This act has received an unmerited amount of censure in many parts of the State. Undoubtedly much of this criticism has arisen from a misunderstanding of the aims of its purposes, and from a failure to realize what may be done in this direction without in any way curtailing the efficiency of the instruction in what are generally considered the more fundamental and practical studies in the common schools.

Indeed, it may be easily shown that a reasonable amount of time and labor given to these branches will very materially increase the beneficial results obtained from the study of the general course. The child who has been trained to observe the facts of natural history, will be the better prepared to observe the forms of words, and thus make more rapid progress in his reading and spelling. It will probably be admitted by all that it is desirable that every child should have, at least, a general knowledge of these subjects imparted to him at some time during his school life. But when shall this be done? A very large part of our pupils leave before entering the upper classes. If this instruction is not given before the High School is reached, then but few can receive any benefit from it. If given at all, it must be during the pupils' few years through the elementary grades. The questions then to be solved are, can the work in these branches be so arranged that the pupil may receive such an amount of instruction as will be of any practical use to him during life, and can this be done without interfering with the successful pursuit of the subjects usually taught in our schools? I believe that both of these questions may be answered in the affirmative, and that it may be safely said that the instruction may be so

shaped that greater progress can be secured in the common branches by the added interest and incentive to study that will come from the right pursuit of these natural sciences.

However, nothing can give a better mental preparation for beginning the general work of school life than the study of these subjects. The child who passes from mother and home directly into the school-room, finds himself in a new world. His personal freedom is at once destroyed. Instead of things, books become the subject of his attention. Would not the objects of natural history furnish a pleasant means of making this change less abrupt? And would not the habits of attention thus formed make an invaluable preparation for the study of books and their contents?

Here it may be well to indicate what should be attempted in this direction in the elementary schools. Manifestly, it will be impossible to make scholars in any, much less all, of these sciences. The tendency is to make specialists in every department of science at present. No man can compass the whole field. There is a limit to human strength. But before a man can be a specialist, he must acquire a vast number of facts, and must be a trained observer. Now this is precisely the work that should be done in our schools. Train the children to observe nature. Teach them to acquire that habit of seeing which is so forcibly presented by an old writer.

"The habit of seeing; the habit of knowing what we see; the habit of discussing differences and likenesses; the habit of classifying accordingly; the habit of searching for hypotheses which shall connect and explain these classified facts; the habit of verifying those hypotheses by applying them to fresh facts; the habit of throwing them away bravely if they will not fit; the habit of general patience, diligence, accuracy, reverence for facts for their own sake, and love of truth for its own sake; in one word, the habit of reverent and implicit obedience to the laws of nature, whatever they may be—these are not merely intellectual, but also moral habits, which will stand men in practical good stead in every affair of life, and in every question, even the most awful, which may come before them as rational and social beings." Now to just these habits we should train our boys and girls in the schools. Teach them to hunt for facts, but not in the books. Take the advice given to some army officers by Charles Kingsley, and apply it in your own teaching: "I would train the mind of the lad—who was to become hereafter an officer in the army—by accustoming him to careful observation of, and sound thought about, the face of nature, of the commonest objects under his feet, just as much as of the stars above his head: provided always that he learned not at second-hand from books, but, where alone he can learn really either war or nature, in the field: by actual observation, actual

experiment. I am certain that the boys would get more of sound educative habits of mind, as well as more health, manliness and cheerfulness amid scenes to remember which will be a joy forever, than they ever can by bending over retorts and crucibles amid smells, even the remembrance of which is a pain forever."

Nor will this kind of teaching be so difficult as many of you may imagine. In a late article Prof. Tenney says, "The objects of the material world are naturally interesting to children and youth, and therefore they are well adapted to arrest and hold their attention; and, as at the same time they are inexhaustible in forms, structure, properties and qualities, they are the instrumentalities or means by which the perceptive faculties can be best developed and trained." Then this is the work that should be done in the elementary schools. Train the children day by day to be observers of nature. Slowly the work must go on. Be patient but persevering. But little can be done to-day, but be sure that you do not neglect that little. Let not to-morrow find you unprepared to do the little required, with enthusiasm. If you ask what shall I do? the answer is not so easily given. The requirements of your school and the feelings of the patrons may help you to determine. Probably, one thing at a time is the best rule here as in many other cases. Take botany in the spring, zoology in the fall, and physiology during the winter term. Encourage your children to bring in plants in every available stage of growth. Have always ready a word of praise for the boy who finds an unusual form. Take ten or fifteen minutes each day to talk about these plants. Let every child be supplied with a specimen. Encourage, by every device at your command, a careful observation of its various parts. The roots, stem, leaves and fruit will furnish abundant topics for study and conversation. Here the text-book has its use and place. Not for the child to pore over, but for the information of the teacher. I take the following from an article in a late number of the *New England Journal of Education*: "The text-book is, to the botany class, a wise arrangement of subjects, an authority upon disputed points, a hand book for review, a ready library of reference, and a happy digest of information on matters which lie beyond the possibility of their own examination."

"If the root is considered next, use typical roots; employ review, drill and blackboard delineation, exactly as in other recitations. From root to stem is the natural transition, and dry as the subject might seem, it presents interesting points for objective treatment. The scholar who can readily detect exogenous and endogenous growth has the key to the two grand series, while there is nothing in vegetation that can be more perfectly described in words; yet, as every teacher, who has seen the test, knows, the novice finds

great difficulty in recognizing these wood structures, especially in annuals and biennials; the work upon them is not less important in its relation to botany than valuable as a training of the perceptive faculty."

Whatever is true of botany is equally true of zoology. The woods, the fields, the meadows and even the homes are full of specimens. You will find your children ready to learn. In the hands of the skillful teacher there will be no lack of interest. But here, as everywhere else in natural history, the things should be studied themselves. "And they should be studied by careful comparison, both of resemblances and differences. Children and youth are naturally greatly interested in almost every form of animal life. This interest should be fostered and increased, and made subservient for the highest purposes. The pupils in our public schools should be led to a careful and systematic observation of animal forms, and also of the habits of each animal which they observe."

But few pupils in your schools can tell you what differences there are in the manner in which cows and horses lie down or rise up. Or the differences between the foot of a dog and that of a cat. And so with hundreds of other topics that might be cited. Now is there any reason why the natural curiosity of children should not be employed in investigating these things? Of course this work should be done with system. Take some division of the animal kingdom and pursue your investigations in regular order. Do not ignore text-books. What Cuvier, Agassiz, Darwin, Huxley and scores of others have discovered, you nor your pupils can afford to be ignorant of. But bear in mind that it is your work to train observers in the great field of nature, and not to make scientific naturalists. If this latter product however should follow as the result of your labor it will be greatly to your credit as a teacher.

What has been said, somewhat in detail, in reference to botany and zoology, will apply with equal truth to physiology. Children in the second reader can be intensely interested in the structure and economy of their own bodies. Much of the happiness of their future lives must depend upon the health and well being of those bodies. Sickness and death have often resulted from an ignorance of the laws which govern the vital functions of human beings. Long years of suffering have been endured because the individual did not understand the possible effects of a slight cold. If these things are true, will it not pay to teach our children how to take care of their own health, and thus lengthen their lives and increase their usefulness, even though this be done at the expense of a little arithmetic or grammar.

And I would do this in exactly the same manner as indicated above, by teaching the pupils to become careful and critical observers of their own

bodies. Let this be largely a comparative study. For instance, bring a dog into the school and show the differences between their teeth, hands and feet, and the corresponding organs of that animal. Explain carefully the results which follow from each peculiarity of structure. Show them that every change in structure is made for the purpose of effecting some difference of function.

Again, teach your pupils to love the animals that surround them. Does not your manhood rebel at the innumerable barbarities of man to his fellow creatures? See to it that whatever is done in your schools shall be a continual protest against this barbarism. Make your boys to see that it is mean, low, cowardly and wicked to torment an animal when they have it in their power. Teach them to respect life even in its lowest forms. Teach them to be saving of materials and to take care of specimens. It is said of a celebrated German entomologist that in preparing a learned monograph upon the muscles of the beetles, he destroyed but two, although his studies extended through years. Remember that the finest specimens in your cabinets will soon be ruined if either neglected or improperly handled.

Then let all our schools become societies for the prevention of cruelty to animals, and also for the collection of cabinets that will illustrate the facts of natural history. By availing himself of the facilities now offered by the School and College Association of Natural History, and by interesting his pupils in the work, any teacher may supply his school with specimens illustrating the various divisions of the animal kingdom, and that at a very trifling expenditure of time and money.

Finally, teach them reverence for the creator as well as the creature. Impress upon them the truth that in the study of nature they come into the very presence of God as manifested in his works. Let your laboratory be a sacred place where the Infinite shall be worshiped in the wonders displayed in the creations of his hand.

Whether you believe, with one class of scientists, that all life on the earth has been developed from the protoplasmic cell, or with the other class, who believe that God created, by a special act of his power, each creature as the earth became fitted for its dwelling place, see to it that your pupils recognize the fact that these are but different lines of action which men have supposed the creator to have followed, and that the *mystery of life* still remains, and has not yet been explained except by the belief in the existence of an infinite and loving Creator.

E. A. GASTMAN.

FORMING CHARACTER.

Our teachers ought to be masters of the art of instruction. This is a proposition that will pass unchallenged by any one. Not only should pupils be led to acquire a knowledge of books so far as the acquisition of their language is concerned, but they should learn to grasp them in their inmost meaning. Nor should their acquisitions be limited by the books they study : neither is this the most important part of the pupils' intellectual culture. They should be led by their teachers to acquire an intimate knowledge of *things* ; to use ears and eyes, hands and tongue, skillfully in unriddling the world of nature and of man,—that world into which they are born, and in which they must succeed or fail.

But this is not all, nor perhaps the most important thing. The teacher falls far short of his duty and his privilege, if he does not train his pupils to the formation of right *characters*. A few days since, a school director declared in my hearing that he had refused to employ a teacher, otherwise acceptable, because she could not remain at the school-house during the noon intermissions, and have the oversight of the pupils at that time. The people of the district are farmers, and most of the children bring their dinners, and spend their noons at the school-house. He was led to take this position because a recent teacher in the district, a teacher of more than usual ability, had been in the habit of leaving the pupils to themselves at the noon recess : and, as a consequence, fearfully immodest and immoral practices had grown up among the little boys and girls. That director was right : no skill in the school-room and no success in the studies could begin to compensate for this terrible evil.

Recently, a teacher of age and experience was telling me of a visit he had just paid to the building occupied by a large graded school, that during last year was under the control of a common acquaintance of ours. Said he, "There was not a mark nor scratch anywhere upon the walls nor the benches of that house ; nor was there any writing or pictures or filth in the outhouses : they were in as good a condition as those belonging to a well-regulated private family. After that visit, my estimate of that teacher rose one hundred per cent !"

This was the language of a wise observer. And the people of that town can ill afford to dispense with the services of such a teacher, even though his analysis of fractions should be somewhat faulty, or he should trip occasionally in the accent of a word.

The schools of a town in this State were for several years under the control of a man who understood the importance of these things, and who had both firmness and skill in the management of boys. A large portion of the population were foreigners, and of a pretty rough kind; but, after our friend had been at the head of affairs a few years, the neighboring farmers used to remark upon the change that had taken place with the boys of the town. Formerly, they said, they could not drive through the streets without insult, their wagons would be covered with noisy and saucy boys; now, they might drive directly by the school-house at recess and never be disturbed. What is such a man worth to a town? And what will be the effect of such training on those boys, when they shall reach the age and dignity of citizens? Can the benefit be measured in dollars and cents?

To do such work, however, a teacher must first appreciate its importance. Then, he must have an intimate knowledge of boy-nature, and a warm sympathy with boy-life. Further, he must have endless persistence and firmness, and even sternness when necessary; and, lastly, such a condition of things cannot be fully reached, unless the same teacher shall continue to have control of the schools for a series of years. The *moral* is too obvious to need pointing out.

AN OLD BOY.

LEAST COMMON MULTIPLE.

Before touching this subject, factoring should have received considerable attention. The ordinary rules for divisibility of numbers should be thoroughly learned, and facility in their use acquired. The pupil should understand that no number is divisible by another unless it contains, as factors, the prime factors of that number. What is the L. C. M. of 40, 52, 65? The prime factors of 40 are 2, 2, 2, and 5; of 52 are 2, 2, and 13; of 65 are 5 and 13. In order that a number shall contain 40 it must have its prime factors; express them as factors of the L. C. M. In order that a number shall contain 40 and 52 it must have also the prime factors of 52. We have 2 and 2, so express 13 as a further factor of the L. C. M. In order that a number shall contain 40, 52 and 65, it must have, in addition, the factors of 65. We have 13, so we express 5 as a further factor of the L. C. M. The product of 2, 2, 2, 5 and 13 must be a common multiple of these numbers, since it contains all the prime factors necessary to produce them; it must be their *least* common multiple, because it contains no others.

Insist upon this one method until the subject is mastered. Our excuse for presenting so simple a matter is that we have of late seen very many teachers to whom the subject is not at all clear.

THE TEACHER'S INFLUENCE.

The evil influence of the incompetent teacher, both in its positive and negative respects, is beyond exaggeration. Leaving out of account the intentional propagators of evil, of whom, let us hope, the number is insignificant, and considering only those who make mistakes, or who have not yet learned the business, or who, imagining they have learned it, are yet wofully ignorant of it, and what a melancholy scene we have before us! Who can picture the disaster wrought by such? Undeveloped or faultily developed characters, embracing unsuitable or criminal occupations—legitimate and well-founded hopes of parents dashed to earth, and galling disappointments planted in their stead—the efforts of the State wisely made, and its means generously given, frittered away with no results or only evil results. Who does not know and can not name a fatal example of a career, blighted and rendered ignoble by the errors, the incompetence or the heartlessness, of those who should have saved it? The large schools in our cities furnish special opportunities for witnessing the influence of teachers in these respects. The concentration and aggregation of teachers and pupils there found, offer special facilities for the examination of this topic. There you may often witness in the same child, almost all phases of character in his passage through the different rooms and grades. Especially is this true if his home influences are weak or vicious. The parent comes with him the first day, and anxiously but hopefully places him in the lowest room of the first floor. If the teacher there has a proper conception of her work, his perceptive faculties are awakened and employed, and he soon passes on. He enters a higher room, and if the teacher is equal to her work, there is no interruption of his progress. If the school is fortunate enough to possess a corps of teachers who are masters of the situation, all goes well and the work is in every way satisfactory, and even admirable. But few are the schools in even the most favored localities, that are thus supplied with teachers. Ere long the unconscious parent is pained and startled by the intelligence that his child is no longer doing well. He is warned that he has been absent. The influence of evil associates, unperceived or neglected by the the stupid or careless teacher, has overpowered her influence, notwithstanding the immense advantage on her side, and truancy and other moral delinquencies ensue. The bright, gentle, confiding face which was entrusted you by the hopeful parent, loses its innocent, cleanly look, and dirt and wile and sullenness overspread it. Correct deportment is despised and good scholarship loses its attractions. He has entered an atmosphere where disobedience, insubordination and rebellion are

rampant, and the time and strength that should be devoted to unfolding the mysteries of knowledge are enlisted in a harsh and hopeless struggle to maintain an odious and barren discipline. Think of the skepticism in human nature, the falsehood learned for truth, and the chicanery engendered in even the pitiful remnant that succeeds in passing through such a section of a school, and be prepared to pity the teacher that receives it. Who can map out the tortuous course of the child thus subjected to fatal temptation and cruel exposure? Happy is that school of a thousand pupils where there is not more than one approximation to this state of things! Behold here, and not in the over-refinement and difficult curricula of the schools, the reason why so many of our pupils leave us prematurely! Behold here, how the ranks of the dupes upon whom demagogues prey, are recruited! Behold here, how the wise foresight and the munificent provisions which our fathers made, the scope, function and support of public education, are belittled and brought to naught! Behold here, ample, imperative and irrefragable reason for the elimination and destruction (so to speak), of that class of teachers (so-called), who have mistaken their calling, and for guarding well the doors of the profession against further or future entrance of the same!

The beneficent influence of the good teacher, and the incomparable and invaluable advantage to the state of a sufficient number of these, are so self-evident and so universally admitted, that assertion thereof is superfluous, and argument thereon would be tedious. Who does not know and can not name boys and girls led out of dark places and lifted to higher places by faithful teachers? The influence of the competent teacher embraces every child in his school. The child never escapes from it. It pervades not only the school-room, but reaches outside, consecrates the school grounds, imparts an aroma to the atmosphere of home, extends its subtle, intangible but saving presence beyond school life, and lights its object even into the dark valley. It is a continuous force ever exerted in the interest of society. It is a perpetual ally and conservator of the State and is ever responsive, loyal and true to her.

JAMES HANNAN.

The temptation to waste time is very great. A thirty-minute recitation period can be spent in needless discussion, which may be started by some shrewd pupil who doesn't know his lesson. Some teachers need only to be "wound up" with a question, and they will "run" until the clock marks the expiration of the hour, and the pupils march back to their places with the day's lesson unrecited.

PHYSICAL GEOGRAPHY.—V.

Let us now apply the principles, that we have investigated, to the explanation of the phenomena of the rains in some parts of the world. We have seen how the air takes up the waters of the ocean, and the quantity thus taken up is astonishingly great. We have seen how this moisture-laden air is put in motion, and how the vapors “fly on the wings of the wind?” We have seen some of the conditions which compel the air to give up its water treasures, to water the earth, and to form the mighty rivers by which the surplus waters are again returned to the ocean, and the circuit is rendered complete. We may now understand how it is that “The rivers run into the sea, and yet the sea is not full.” (Eecl. 1 : 7.)

Wherever the winds blow regularly there the rains are regular also. Hence, almost everywhere in the tropics the seasons are designated as *wet* and *dry*; when the trade-wind blows regularly, the season is dry. But, as the sun passes the zenith in his yearly progress in the heavens, the trade-winds become inconstant, the sky becomes overcast, and torrents of rain fall. The rainy season always occurs when the sun is *overhead*, or just as it has passed the zenith. In some regions near the equator, the sun passes the zenith twice in a year, and such places may have *two* rainy seasons, alternating with dry seasons that are more or less nearly equal in length. This is the case in Guiana. We have seen that the warm air of the tropics contains much more moisture than the air of the colder regions, and this is true even when the air of the tropics is the drier. This fact explains the *abundance* of the tropical rains; still the amount may be much modified by the presence or absence of mountains. This also will enable us to see why the number of rainy days in the tropics is comparatively few, although the amount of rain is so great. Even in the rainy season, it does not rain every day; and, in some places, all the *nights* at that season are clear, the rain falling only in the day-time. Humboldt supposes that the condensation here is chiefly effected by the air being carried by the ascending currents to an altitude of extreme cold.

In India, the rains are governed entirely by the Monsoons. On the east coast of Hindostan, the rain is brought by the N. E. Mon-oon; on the west coast both of Hindostan and of Father India, the other Monsoon brings the rains. Any one can see by looking at the map, that the S. W. Monsoon must be very rich in vapor; hence, the rains that it brings are very copious. Especially is this true on the west coast of Hindostan, where the Ghauts

mountains favor the condensation. Here at a height of 4,000 feet, the quantity amounts to 25 feet in a year,—the heaviest rain-fall on record. In these regions *three* seasons are recognized,—a long, *dry* season in the Fall, a *hot* season in the early spring, followed by the *rainy* season.

It will be easy for any one who has followed these lessons, and who will carefully examine the map, to understand the cause of the abundant rains that feed the mighty Amazon and the wonderful Nile. He will also understand the reason for the lack of rain on the western coast of Peru. In Chili, the rains are peculiar. Here we are outside of the tropics, and the rains are brought by the *return-trades*. As the sun passes to the north these winds come to the surface at points farther and farther to the north. Thus the rainy season begins first in the south, and travels towards the north. The sun ceases his northern progress before the rain reaches the northern limit of Chili; and, as he turns to the south, the rains recede before him. But, his journey southward ceases before the rains are shut off from western Patagonia; hence, here it rains nearly all the time, while in Chili the rains are limited to the winter.

On the western coast of N. America the same conditions obtain, but in a *reverse* order. Alaska corresponds to Patagonia, and Oregon and California, to Chili. It is these same return trade winds that water so copiously Ireland and the western coast of England, Scotland and Norway. The mountains in these countries, of course, increase very much the amount of condensation; for mountains are everywhere *centers of irrigation*. Their high tops reach up into a region of cold, and rob the air of its moisture; hence, at their foot are found well-watered and fertile tracts even in desert regions. Take Salt Lake valley, and the valley of the Tarine at the foot of Thian-Shan Mts., as examples.

In our own latitude, where the winds are so very irregular, the rains are irregular also. But, as we have seen, the return trade from the southwest is the prevalent wind; and it is, in general, the rain-bearing wind as every one's observation must convince him. Still, the course of the winds, as foretold by the barometer and thermometer, determines the rains; and it is from these that "Old Probabilities" makes his predictions. But, it must be confessed that there is much yet to be learned about these matters.

E. C. HEWETT.

Rules very frequently suggest evils that would never, otherwise, occur to the pupils. An anxious mother on leaving home said, "Children, don't you put beans in your noses" When she came home every nose had a bean in it, of course.

SUGGESTIONS TO TEACHERS.

Teachers of like grades should make frequent comparison of methods and results. The two visiting days allowed by the Board will give opportunity for observation.

When a new pupil enters the grade unprepared in one branch, special effort should be made to bring him up, rather than to pass him to the lower grade; most pupils will readily appreciate the position and exert themselves to attain the desired standing.

Recesses are not for teachers: much can be learned then by careful observation of the pupils, that will aid in proper discipline.

Oral spelling should include a distinct and proper pronounciation of each word and each syllable.

Programmes should be conscientiously followed each day.

Pupils who distinguish themselves on account of unusual ability or application, should be promptly reported; the tendency is to keep such pupils, for the teacher dislikes to lose them from the room.

Every thing upon the printed page in the Reader should be understood, and every word spelled, including capitals, hyphens and apostrophes. Grammar schools should have frequent written recitations, and the pupils should be held for capitalization and spelling in all written exercises.

Monitorial and self-reporting systems are not approved.

Pupils should not sit on desks or window sills.

Pupils should not be permitted to leave the room for trivial reasons: few should ask to go out—none in the upper grades.

The teacher should make himself acquainted, as far as possible, with the parents of his pupils—in all cases where the pupil is troublesome.

There should be frequent conversations with the pupils about proper deportment on the street, hanging on to vehicles, vulgarity, etc.

Let the teacher frequently ask himself questions similar to the following: Is the floor clean? Are the desks spotted with ink? Are the lips moving during study? Are the pupils polite to the teachers and to each other? Do they stare at visitors? Is the owner's name written legibly in ink in each text-book? Is the board clean, or are there any marks thereon that do not legitimately belong to school work, and are all marks neatly and properly made?

Definite direction in methods will be given at the monthly meetings of teachers.—*From Manual and Course of Study for Denver Schools.*

RELATION OF COLLEGES TO COMMON SCHOOLS.

Colleges should also be in pronounced sympathy and hearty co-operation with all the genuine educational enterprises and movements of our country and our age, especially with public education and common schools. For colleges are the indubitable progenitors of free schools. The idea, of which they were born, came from the Christian Colleges of New England. No other fact in our educational history as a nation, is more absolutely and irrefragably true. The old thirteen colonies were not more certainly of British lineage, than are the free schools of the United States the offspring of the religious ideas, learning and faith, of the men who founded and fostered our elder colleges.

It is not only historically true that the American College System was and is the parent of the American free school system, but it is also morally and logically impossible that the latter could have come into being without the former. Sound learning and a pure faith were the prime factors of which Harvard and Yale and Princeton were at once the products and the exponents, and out of the loins of the same two elements sprang the free schools.

All best things come from *above*. That is the law in the kingdoms of mind and spirit as well as those of matter. The rains descend from the clouds of heaven. The light and warmth that garland the earth with flowers and hang the woods with draperies of green, come down from the sun. So Christian colleges are the fountains gushing from the mountain-side, whence flow down life-giving streams to refresh and beautify all the moral plains and valleys of life. Not more dependent are the rivers upon the melting snows and perennial springs of the far-off summits, or the myriad households of a great city upon the exhaustless supplies of the reservoir, than are these lower forms of education to the higher—the innumerable conduits leading to every district school house, to the great *mains* from which they are replenished. Dry up the fountains and springs, or tear down the reservoir, and drouth and desolation will come, sooner or later, in the one case as surely as in the other.

If these facts are sometimes forgotten, or even denied, by those who as beneficiaries should be most grateful, it is but natural. For, to the multitude, the mountain springs whence the rills come bubbling and sparkling to their doors, are unseen and unknown. But from those who are familiar with these relations of cause and effect, who look down upon these fertilizing streams and smiling landscapes, only anthems of gladness and praise should be heard.

These are the relations which I would see all our colleges sustain to the common schools, which, I need not say to this audience, I regard as the

noblest legacy bequeathed by Christian learning to the nation and the age. If I were seeking the highest welfare and prosperity of the colleges themselves, I would ask for the best possible free school systems, the highest attainable excellence of all the grades of schools, and the largest possible attendance thereat. We are all striving to push back as far as possible the twin forces of ignorance and vice, and to keep them back, and it matters not in what part of the line we are posted, whether in college halls or wayside school-houses, only as we do our work well shall we deserve honor.—*Pres. Bateman's Inaugural.*

IGNORANCE THE CAUSE OF CRIME.

Present statistics show that ignorance is the cause of nearly all crime. Of 800 criminals in the Missouri State prison 200 had no education and 600 but very little; one-third of the criminals of the United States can neither read nor write, and only one in a hundred has a good education. A great proportion of the paupers of the United States belong to the ignorant classes. A good common school education would have saved the majority of them from becoming inmates of our charitable institutions. It is estimated that it costs \$2 500 to rear and educate a child until he is fourteen years of age. If he does not prove a useful citizen, society loses this amount and what it costs to support him afterwards, and if he be vicious how much worse. Years ago a female pauper child was abandoned as an outcast in the State of New York. She grew up and became the mother of a long line of criminals. The criminal prosecutions against her offsprings cost the county \$100,000, and 120 criminals of her line were imprisoned, in the aggregate, 140 years, costing society at large \$1,000,000. The very best thing the State can do for its own protection and increase of wealth is to provide education for all. The State should also certainly provide for outcasts. It is cheaper to provide children a home than to allow them to run at large. The State must some time provide for them, and why not in childhood instead of providing them with prisons and asylums in after years?—*Supt. Etter.*

OFFICIAL DEPARTMENT.

SCHOOL DECISION.—Judge Higbee, of the Fulton county circuit court, has recently rendered a decision that will commend itself to the people as good law and good sense. It is to the effect that neither school teachers nor school directors can expel a child from the public schools for absence. He assigns but one cause for expulsion, and that is “incorrigibly bad conduct.” It has been the custom in many of the schools to expel scholars who have committed no offense except to be absent a certain number of days. It sometimes occurs that parents are compelled to keep their children out of school a few days, and the rule which expels the child, for such a reason, is arbitrary and unjust, and Judge Higbee says it is also unlawful. The public schools are established by the people, and paid for by them, yet, judging from some of the rules established by boards of education, it would seem that they have no particular rights or interests in them.

Some system, and a code of regulations for the government of schools, is a necessity, but often rules that are adopted are unnecessarily harsh and severe. In some cities the rules require that the school doors shall not be opened until within ten or fifteen minutes of the hour of calling to order, and children who happen to reach the school house before that time are compelled to stand outside in the cold or the storm. Such a rule is inhuman, and in no way necessary to the good government of the schools.—*Bloomington Leader.*

EDITORS' DEPARTMENT.

The summer Institutes, or “Normals,” have closed their sessions, and the teachers are entering upon their labors for the year. The work has been chiefly “academic” in its character; and it is sorely needed. But we shall make little progress in the technics of our profession until the time of these sessions can be devoted to something else than ordinary grammar-school studies. The elements of mental science should find a large place in all institute work, for any art of teaching worth the name must be based upon it. This then, and the careful analysis of the branches to be taught, should come prominently forward as soon as possible.

The studies of the ordinary curriculum should be examined to discover what parts of them are adapted to the wants of the child in the various stages of his growth and thus the error of using work out of its place could be avoided.

The annual meeting of the National Teachers' Association, held at Minneapolis in August, was, as usual, well attended and enthusiastic. The SCHOOLMASTER, as in former years, recognized many of the old "stand-bys," although the far east was numerically not largely represented. Hayes of Mass., Cruikshank of Brooklyn, one of the founders and never failing attendants, Hancock, White, Rickoff and Henkle, of Ohio, Dr. Allyn, and Mr. Pickard, of Illinois, with many of the north-western men were noticed.

The literary work was quite equal to former years, and will appear in book form during the year. The warm welcome of the Governor of Minn., the mayor of Minneapolis, and the citizens, contributed much to the pleasure of visitors. Supt. Tousley, of Minneapolis, was one of the heroes of the occasion, and he deserved to be. Phelps of Minnesota, was made president. The nominating committee was almost evenly divided between him and Hancock of Ohio.

Baltimore was selected for the meeting of 1876, on account of its proximity to Philadelphia and the centennial exhibition.

The first session of the Normal School of Natural History closed on the eleventh of August. The term was an extremely successful one in every respect except the financial (such schools can never be made to "pay"), and marks, we think, the beginning of a new and hopeful era in the public school work.

The methods of teaching in natural history apply everywhere, to all study of things and their relations; and likewise, more or less directly, to all studies calculated for the culture of the generalizing faculty; so that any improvement of these methods has a far wider significance than might at first appear. That the old methods are capable of an improvement amounting almost to a revolution, we think no one will deny who has witnessed the results of the four weeks' work at Normal.

The school differed, in some notable respects, from its Penikese predecessor. The work was definitely planned beforehand to meet what seemed to be the most urgent needs of the teachers of the State; and the courses of study thus laid down were adhered to throughout. While the leading idea was that of *method*, and the leading object to give practice in the peculiar processes of scientific investigation, it was not forgotten that, to the average teacher, a general knowledge of the whole is of more value than a special knowledge of a very little. The specimens selected for study were, therefore, *typical* ones, and the dissections and examinations were so planned and conducted that the chief facts demonstrated were true, not of the species or genus only, but of whole classes or sub-kingdoms. or else furnished notable exceptions to general statements about these larger groups. Agassiz is reported as saying that twenty well selected dissections would make one a very good *general* zoologist. It would take nearly as many as this to make one thoroughly acquainted, as a *specialist*, with even a single animal. That the course as arranged was found profitable was shown by the fact that, although every opportunity was offered the students to do special work by dropping some part of the general course, only two or three availed themselves of this provision.

The material for dissection was abundant, varied and extremely well selected. The fresh water specimens were obtained from Lake Michigan and the Illinois River, and the marine animals were collected, as needed, along the New England coast. Of the latter, it was asserted by former students of the school of Agassiz that a greater variety was furnished at Normal than was to be had at Penikese itself. An agreeable surprise to the school was the arrival from Naples of a supply of the famous amphioxus, obtained through Dr. Wilder. Specimens were furnished for dissection, and several were taken away by the students.

A summary statement of the work actually done during the four weeks, together with an outline of the plans proposed for the coming summer, will be of general interest. The laboratory work was made, throughout, the basis of the course, and the lectures were designed chiefly to explain and complete the knowledge gained with the scalpel and the microscope. The study of the anatomy of vertebrates included careful dissections of amphioxus, of the ganoid and common fishes, and the sharks and skates, turtles, serpents, frogs and salamanders; and birds and mammals.

Invertebrate zoology was illustrated by dissections of star-fishes, brittle stars, sea-urchins, "sand-dollars," and "sea-cucumbers," among the radiates; earth worms, marine worms, brachiopods and ascidians among the "vermes;" lobsters, craw-fishes, crabs, beetles and caterpillars among the articulates, and the river mussel, several species of marine gasteropods and the common squid, among mollusks.

Besides these dissections of typical animals by the class, many alcoholic preparations and other specimens were presented for their examination.

The study of entomology was especially provided for. The time available was much too short for a full treatment of this subject, but the class was taught the characters of the orders of insects, and then afforded abundant practice in the determination of the genera in the most prominent of these. For this purpose a hundred copies of Dr. Le Baron's outlines of entomology were obtained from the secretary of State, and keys to the genera of the orthoptera, hemiptera, and lepidoptera were prepared especially for the class by Profs. Thomas and Forbes. The work done in this department was highly profitable and satisfactory. About seventy species of flowering plants were analyzed by the botany classes, representing some forty different orders.

In structural and cryptogamic botany, the microscopes were in constant use. A key to the larger fungi was compiled by Prof. Burrill, and about half the session was given to these important but difficult and little-known forms of vegetable life. The remainder was devoted to the ferns, mosses, algae, &c., and to the study of the structure and development of plants. The students were incidentally taught to use the microscopes, to mount objects, and to demonstrate important structures and processes.

Considerable work was also done in ornithology, including the preparation of specimens.

The class was divided into sections; each section working "in concert" on the same thing at the same time under the guidance of an instructor: and the programmes were so constructed that each student might do the work of the entire course.

The lectures, thirty in number, were delivered one and two a day, and were brought into close relation to the laboratory work. Exceptions to this rule were lectures upon the development of animals and upon the protozoa, and the two concluding lectures by Dr. Wilder, delivered in the Opera House at Bloomington, upon "Rudimentary and temporary organs," and "Antero-posterior symmetry." All were profusely illustrated by specimens, charts, diagrams and blackboard drawings.

The instructors were as announced in the preliminary circulars. Dr. Wilder could be present during only the latter half of the term, and the work on vertebrate zoology was conducted by Mr. Forbes during the first two weeks.

It will be seen that the amount of work done was tremendous, and yet it was so new, so varied a d, intrinsically, so interesting, that the students found themselves refreshed and rested rather than worn out, at the end of the term.

The class has separated delighted with the result of the work, and anxious to continue it in the future and the executive committee have the proud satisfaction of knowing that nothing has been undertaken which has not fully been accomplished, and nothing promised which has not been performed.

All specimens for dissection and study were furnished at the expense of the museum of the State Natural History Society at Normal. We hope that the liberal policy pursued by this institution towards the schools of Illinois, will not be forgotten. The museum deserves the active aid of every teacher and of every school in the State; and indeed it must have more of this if its work is to continue.

Unless some unlooked-for hindrances arise, a class of a hundred will be organized next summer, the studies of geology and chemistry will be added to the list, and the session will be extended to six weeks instead of four.

Mr. White has kindly furnished the following account of The Summer School of Natural History, in Peoria:

It may be of interest to the readers of the *SCHOOLMASTER* to know something of this enterprise, which, with one or two others, was the pioneer of efforts of its kind in the west. Its object was to assist the members of the recently organized Scientific Association of this city, to a clearer conception of the work they could do, the methods by which they could most successfully do it, and to stimulate a taste for the study of science on the part of the community in general. The school was a venture on the part of the Association, that body assuming all the risks and obligating itself to make up all financial deficits.

The plan was to confine the work to botany, zoology of vertebrates, and entomology. For instruction in the former it was thought desirable to have two instructors, and accordingly Prof. Alphonso Wood, author of the series of text-books bearing his name, was engaged to take charge of that department, with a request that he select his own assistant. Prof. B. G. Wilder of Cornell University was secured as instructor in zoology, and Prof. J. H. Comstock, also of Cornell University, in entomology. To defray the

expense of the school it was decided to charge a fee of fifteen dollars for a full scholarship ticket, which should entitle the holder to all privileges of the school. To give each of the citizens of the city, whose business engagements would not allow him to take the laboratory and field work, an opportunity to receive the benefits of the school in part, tickets were issued to the lectures only, for five dollars for the full course. Circulars were issued, many letters of inquiry were received, and the Association waited with considerable anxiety the arrival of the fifth of July, when the work was to begin. The day came, all the instructors were present, Prof. James Hyatt of New York, a veteran botanist and also a chemist, having been selected as assistant to Prof. Wood, in botany, and the work commenced.

From the first day every one connected with the enterprise felt that, whatever might be its financial result, its success in the direction for which it was established was secured. Expressions of the highest gratification fell from the lips of all, and it seems to me entirely safe to say that the feeling of enthusiasm was sustained to the close. The daily programme was about as follows: work in botany began at eight o'clock, generally by a lecture, and was continued by the arrangement of notes, questions and answers, and the examination and analysis of plants, till half-past nine: at that time the lecture on entomology came, and at eleven, that in zoology. The method of work in each of these was similar to that in botany. Some one of the professors gave a lecture each evening. It should be stated that though these were the hours when these subjects were presented, only three lectures per day were generally given, the work being about equally distributed among the professors. A course of six lectures in chemistry was given by Prof. Hyatt. By this arrangement each pupil could attend all the lectures if he chose, or could omit any, and give his attention exclusively to one or two studies, as was frequently the case. In the afternoon the time was given to laboratory and field work, each student, under the direction and assistance of the instructors, working out a practical knowledge of the object studied: occasionally a whole day was given to field work. So the school went through the four weeks.

In addition to the accomplishment of the objects for which it was established, one important fact was impressed upon all, viz: that the scope of natural science is very broad, and that it is futile for the average student to attempt in any limited time to study satisfactorily all its departments. After attempting for a few days to do it all, a goodly portion of the class limited their work to one or two studies, while the majority confined themselves in their laboratory work to only one, listening to and taking notes of all lectures. Financially the school was a success, that is, it was not necessary to draw on the treasury of the Association to make up any deficit, while the surplus left on hand was very slight.

S. H. W.

THE SCHOOLMASTER has occasion to thank its many friends for generous lists of subscribers. They have come in this month as they never did before in August. Supt. Crary of Whiteside sends us a list of *fifty* from his Institute. Many thanks! Brother Crary. With similar aid from other parts of the state, the School Journal will be put where it belongs.

We are putting more work and money into the Journal than ever before, and it is gratifying to us that our efforts are appreciated.

We very much desire of the principals financial reports for the year 1874-5. Take the report of Mr. Gastman in this number as a model and there can be no chance of mistaking what the figures mean.

We commend Mr. Gastman's report to the careful attention of our readers. A reduction of *twenty-five thousand dollars* in the bonded debt of the district within the last four hard years, shows skill of no ordinary kind in financial management.

Now is the time for principals to secure a Brown's Grammar of English Grammars [price \$6.25] for their school libraries. We will send it as a premium to any one sending us eight names at \$1.50 each, or sixteen names at \$1.25 each.

EDUCATIONAL INTELLIGENCE.

GENERAL STATISTICS OF THE PUBLIC SCHOOLS OF DECATUR, ILL., FOR THE YEAR ENDING JULY 31, 1875.

Whole number of children in the District between 6 and 21.....	2,485
Whole number of different pupils enrolled.....	1,878
Average number of pupils belonging to school.....	1,442
Average daily attendance in schools.....	1,356
Average per cent. of attendance.....	93.1
Number of tardinesses during the year.....	2,719
Number of tardinesses to each pupil.....	2
Average age of pupils—boys 10.8, girls 10.5 years—total.....	10.7
No. of pupils neither absent nor tardy—boys 21, girls 29.....	50
No. of pupils not tardy during the year—boys 173, girls 338.....	561
No. of teachers employed during the year: High School, males 1, females 4—5: Ward Schools, males 1, females 23—24.....	29
The average number in daily attendance to each teacher was, High School 31; Ward Schools 59.....	
Highest salary paid male teacher.....	1,200
Lowest " " " ".....	1,270
Average " " " ".....	1,270
Highest " " paid female ".....	700
Lowest " " " ".....	252
Average " " " ".....	495
Salary paid Superintendent.....	2,000
The expenses during the year were.....	17,266.10
Salary of teachers and Supt., other expenses, including repairs, stationery, insurance, janitors, fuel, printing, drayage, interest and incidental.....	9,137.35
Total.....	26,401.45
Cost per pupil on average number belonging, for tuition alone, including High School.....	11.57
Cost per pupil on average number belonging, for all expenses except interest, includ- ing High School.....	15.51
Cost per pupil on average number belonging, for all expenses and interest paid, in- cluding the High School.....	18.31
Decrease of debt during the year.....	5,006.65
" " " " " past two years.....	9,971.75
" " " " " three ".....	16,147.30
" " " " " four ".....	25,177.12
Bal. in treasury at the close of the present fiscal year.....	15,242.65
Bonded debt of district.....	35,000
Floating debt.....	None.

E. A. GASTMAN, Supt.

Marshall Co.—The session of the Marshall County Institute convened at Sparland, commencing August 2d and continuing two weeks. Great interest was manifested by all present, and it was one of the most successful educational meetings ever held in the county. Instructions were given by Supt. Edwards, Frank Matthews, of Toulon, and S. V. Jones, of Washburn. There were about fifty teachers in regular attendance.

SECRETARY.

LaSalle Co.—The annual session of the county institute was held at Mendota the third week of August. Supt. Williams and Messrs. Boltwood, Brady and Johnson did the work. Of Mr. Boltwood's skill as a lecturer and institute conductor most of our readers are aware. Mr. Johnson conducted the exercises in analytical botany, and did it in a very creditable way. It was not our fortune to see the work of Mr. Williams and Mr. Brady, but we learn that it was gratifying to all concerned. Mr. Williams brings to his work, as Superintendent, a long school-room experience and full and varied scholarship. LaSalle is one of the banner counties in school work. The SCHOOLMASTER was generously remembered.

Peoria and Knox Co.—These counties held a joint institute, of four weeks, at Elmwood. Misses West and Whiteside and Dr. Sewall and H. C. Cox did the burden of the work. The attendance was about one hundred. The teachers were working very enthusiastically at the time of our visit, and there was no flagging of interest to the close. The Superintendents were untiring in their efforts to make the session profitable. The SCHOOLMASTER received a good club.

Mount Union College.—The following was adopted at the recent annual meeting of the Trustees: "*Resolved*, That we increase college property to over a million dollars, by securing five hundred and fifty thousand dollars as the American Centennial Offerings." The late Chief Justice Chase, as Trustee, touched the key note: "Mount Union, being among the best colleges in the land, should the most freely and widely extend its superior advantages equally to our country's worthy poor or self-dependent." College year just closed shows remarkable progress. Graduates in Science, Literature and Arts, 32; Business College, 51; Music, 2; Fine Arts, 2; Master of Arts, 4; one in Master of Philosophy and one in Bachelor of Arts, *pro merito*; three in Doctor of Divinity, *per honore*. Students in College Department past year, 1,211; different students from first, 10,797, of whom 7,516—one third ladies—have taught public schools; of these 4,174 are graduates of Normal Department; total graduates in Baccalaureate Degree, 675. Over 2,000 commercial students now fill good situations. The Faculty numbers sixteen experienced professors. The College, by having erected and furnished good buildings, keeps board with room at about \$3 per week—self and club-board much less. Tuition but a trifle in any Department; no contingent or extra charges. Apparatus and Specimens worth over a quarter million dollars to illustrate Science. Students enter any time in term at proportional rates. College property, benefitting students, worth \$451,276; income last year \$26,540, also aids students. Many students, without falling behind their classes, earn their college expenses by teaching winters, attending the regular college year of Fall, Spring and Summer Terms, beginning last Tuesdays of August and February, and middle of May. The Special Winter Term, beginning last Tuesday of November, accommodates students not teaching. Location healthy, moral, accessible—15 minutes' drive by omnibus from Alliance Union Depot,—the junction of Pittsburgh, Ft. Wayne & Chicago R. R., with Cleveland, Wheeling & Pittsburgh, and Lake Erie, Alliance & Wheeling Railroads. For descriptive Catalogues, address Pres. O. N. Hartshorn, LL.D., Alliance, O. Bayard Taylor recently said: "The Museum of Mount Union College is among the best I have visited anywhere, and the natural specimens are the most select and valuable I have seen in any country." Steps are taking to buy the superb Alliance College edifice; also to erect a capacious Museum Building.

Crawford Co.—The Crawford County Teachers' Institute will hold its next session in Robinson, commencing September 27th, 1875, and continuing four days.

Pres. Allyn, of the Southern Illinois Normal, will take charge of and conduct the Institute.

Pres. Allyn, with the assistance of Prof. Brownlee, will deliver Lectures each evening during the session.

Teachers, this is a rare chance to receive instruction, such as every teacher needs. It is unnecessary for me to say anything in regard to the ability of Pres. Allyn; his position at the head of a State Normal Institution is enough. Prof. Brownlee stands at the head of the profession, both as an Institute worker and an Elocutionist.*

Thursday, the fourth day of the session, will be made a special day for Directors and other school officers. Gentlemen, can you not be with us at least one day?

P. G. BRADBURY

Pope Co.—We hold an Institute at Eddyville, beginning September 27th, and continuing five days. Great interest has been manifested by the citizens in this work for the last few years, and it is hoped that the meeting for this year will be still an improvement on the past. We have had a Summer drill for teachers for the last four years, which has improved the teachers very much.

Mr. J. P. Hodge, a Normalite of '75, was married to-day, to Miss May Clanahan. Mr. Hodge has charge of the Golconda schools for the coming year.

JAS. A. ROSE, County Supt.

Hennepin.—A County Institute, commencing Aug. 2d and continuing five days, was held in the school building in this place, having an attendance of forty teachers, which I regard as a very fair number for a county of the size of this one. Much interest was exhibited by teachers, and I think a good week's work was done. The exercises were confined mostly to a consideration of the primary or common branches, and to theory and practice of teaching. Prof. Boltwood, of Princeton, whose services were engaged for the week, rendered eminent satisfaction by the interesting and very practical character of his instructions. Three public addresses were delivered at the court house to large and attentive audiences, two of which were by Prof. Boltwood, and one by the Rev. H. V. Warren, of Granville, in this county.

Yours Resp.,

J. H. SEATON.

Adams County.—The "Teachers' Class" at Maplewood High School building, Camp Point, closed its labors Friday, July 30th, after a session of four weeks. In point of numbers, interest, enthusiasm, and real work done, it surpassed any gathering of teachers ever held before in the county. Instruction was given in all the branches required in the examination for certificates, and was most thorough and valuable. The programme, in which "hard work" was the prominent feature, was strictly adhered to in every particular, and the results exceeded the expectation of all. An attempt to convey an adequate idea of the work done, and the manner of doing it, would consume entirely too much of your space; but we may say that no time was frittered away in idle and irrelevant discussion, but with a steady hand all were held firmly to the work; it was *real* work too,—an earnest and systematic seeking after "the *what*, the *why* and the *how*." An interesting and valuable feature of the session were the "Friday evening" meetings, which were devoted exclusively to a discussion of topics connected with general school management, methods of teaching, &c., &c. These exercises usually drew quite an au-

dience, and closed with a lecture. The session was a grand success, surpassing the most sanguine expectations, and will undoubtedly exercise a most beneficial influence upon the schools of the county. Although at times, there were some spicy criticisms and close cutting, the utmost harmony and good feeling prevailed, and the time for final adjournment came amidst general expressions of regret. The following resolutions among others, were adopted:

"Resolved, That we are indebted to our worthy and efficient county superintendent, John H. Black, for the zeal manifested in building up our schools during six years of arduous labor, for his uniform kindness, timely advice and assistance during this session; and we hereby pledge him our hearty support in his efforts to improve our schools, and to secure therein, the most lasting and beneficial results."

"That to Prof. Hall of Maplewood, for untiring efforts in our behalf, and to whom the pleasure and success of our session are so largely due, we return our sincere thanks."

"That, believing our calling to be the highest and noblest, and fraught with grave responsibilities, we do pledge ourselves to labor earnestly for the future welfare of those entrusted to our care, earnestly soliciting the co-operation of parents and school officers in our work, and thanking the people of Adams county for the interest in our behalf."

Clark County.—I have just returned from Westfield, in the Northeast corner of this county, where I have been spending a week assisting in a Teachers' Institute now in session at that place. The Institute is the work of a few enterprising young men of that lively little village, and though owing to various causes, the attendance is quite small, good work is being done. Prof. Wright of Oaktown, Ind., is in charge of the work, ably assisted by Prof. Eiler of Vermillion, Edgar Co, Ill. The Institute commenced on the 14th of this month and is to continue six weeks.

The Board of Supervisors at their last meeting, appointed R. C. Bell, Esq., County Superintendent, vice Perry A. McKain, deceased. Mr. Bell is a promising young lawyer of this place, a teacher of several years successful experience, and will undoubtedly fill the office with credit to himself and satisfaction to the public.

Truly,

L. S. KILBORN.

Whiteside County.—*The Normal Training School.*—We visited Lyndon last Monday evening, at which time S. M. Etter, State Superintendent of Instruction, by the enterprise of Mr. Cray, lectured before the students of the school and the citizens of Lyndon and vicinity.

Previous to the lecture we interested ourselves in the school and learned that it is on the high tide of successful work. The attendance of teachers is very large, principally of ladies, but very earnest in the pursuit of knowledge. The work done is of the most thorough kind, and the practical is given precedence over the ornamental. We were particularly pleased to learn that the common branches are given a prominent position in the daily work of the school. Mr. Cray has discovered that the teachers of Whiteside are lamentably deficient in Grammar, and therefore is doing all in his power to remedy the dangerous defect in the acquirements of the teachers. Mr. Cray is a giant in energy, and has organized his school on an admirable plan, and succeeded in instilling a large share of enthusiasm into his pupils, and as the gentleman is a practical teacher, one who has seen all sides of the business and "been through the mill" without being handled with gloves, he is capable of pointing out the evils the young and ambitious teacher knows not of. The Normal cannot but have a beneficial influence on the schools of the county.—*The Whiteside Sentinel.*

Boone County.—Our county is small, only eight townships, and we held our yearly institute in April, and shall not hold one this Summer. We have held our association once in two weeks, but will hold no more of these until September.

I have visited nearly all the schools of Boone county, and find them unusually prosperous for this season of the year. The word method in teaching the little ones to read, is used almost entirely, and the practice so common a year ago, of allowing children to spell aloud their lessons in class, is also abolished. We are introducing, gradually, a scheme for grading country schools.

MRS. MARY E. CRARY, Co. Supt.

Pike County.—The Pike County Normal School, under the superintendence of John N. Dewell, is in a very flourishing condition. The corps of teachers are Mr. J. N. Dewell, Mason, Greenwell, Elliot, and Miss Mary Poling. Miss Poling has charge of the primary department. There are in all, including the primary department, a total enrollment of 88.

This afternoon at 3:30 p. m., Miss Poling conducted an exercise in reading before the Normal School, for the benefit of the teachers. The class was dismissed before the criticisms were rendered. Lesson, "How a pine tree did some good." Ed. 4th reader. The following synopsis is taken from a phonographic report of the exercises.

The following questions were asked in the class: 1. Where is the lesson? 2. Tell the story of the lesson. 3. Tell about the pine tree. 4. Tell about the sage bushes. 5. Why called sage bushes? 6. What is meant by a desolate place? 7. Where was this valley? 8. Where are the Rocky Mountains? 9. Which way do they extend?

The following words were analyzed by different members of the class, while one of their number at the board wrote the analysis: Pine tree, desolate, stream, sage bush and scrubby. Then the boy who wrote the analysis was asked to write after the analysis the correct spelling. The following questions show the interest taken in the exercises: 1. Is it best to give a short lesson? 2. Would you encourage pupils to learn dialogues out of Beadle's Dime Novels? Ans. No, nor any other. (Miss Poling.) 3. Do your pupils write essays? 4. Why do you have concert reading? Without giving the different criticisms, suffice it to say they were all commendatory in their tone.

D. S. ELLIOTT.

Woodford County.—After three weeks of faithful toil in the Drill School, held in Minonk, beginning July 19th., a number of teachers of Woodford county—a few being present from other counties—organized for the work of general Institute, Monday, August 9th, by calling Prof. James Kirk, the County Superintendent of Schools, to the office of Prest.; Mrs. J. C. Hoagland, Vice Prest.; J. E. Evans, Treas.; and B. B. Lakin, Secy. The work was begun by Mr. Huffman of Eureka, who presented the subject of Physiology each day during the session. His work was efficiently performed. Mr. E. Mammen of Minonk, was the instructor in Zoology, and, although this is a subject requiring the research and study of years, be it said to his credit, that Mr. Mammen presented this branch ably and with entire satisfaction. Botany was assigned to Mr. R. A. Gilcrest of New Rutland, to whom the daily exercises in this branch seemed a pleasant work. The work of primary teaching was presented by Prof. A. M. Weston of Eureka College, in a very practical manner. This was the most valuable work of the Institute, because of the tendency of many teachers to overlook the great importance of this department in their eagerness to obtain a knowledge of the so called "new branches." A short discourse on Physical Geography, in which mention was made of the "general structure of the land," the transition periods of the past, the different ages distinguished from each other by their fossiliferous remains, was presented by B.

B. Lakin of ElPaso. Able papers were prepared and read by Mrs. Hoagland of ElPaso, and Miss Bangs of Metamora, contributing greatly to the interest of the occasion. To Elders Springer and Meritt of Minonk, the teachers are likewise indebted for very benefitting discourses given during the day sessions. A number of "evening lectures" were also enjoyed. Resolutions were adopted thanking the citizens and clergy of Minonk, Profs. Weston and Radford, Mrs. Hoagland and Miss Bangs. The fifth, seventh, and eighth are as follows:

Fifth.—That the County Supt. of Schools, Prof. James Kirk, in the management of the Institute now closing, has merited our confidence and regard, and we pledge ourselves as teachers to co-operate heartily with him in the future work in behalf of education in Woodford county.

Seventh.—That Prof. Lakin, gentlemen Huffman, Mammen, Gilcrest, and others, during the session of the Institute, have contributed greatly to our preparation for the duties that pertain to our profession, and we feel greatly indebted to them for the faithful presentation of the various subjects of which they have had charge.

Eighth.—That we, the teachers that have been present during the session, feel that we have made great improvement, and will urge our fellow-teachers who have not been present, to avail themselves of the advantages to be derived from Institute drill.

On motion, an executive committee was appointed, whose duty it shall be to secure the place and appoint the time for holding a winter session of three or five days duration. Adjourned to meet at call of committee.

B. B. LAKIN, }
J. E. EVANS, } Secretaries.

DeWitt County.—For four weeks there has been in session in Clinton the DeWitt County Teachers' Institute. The Institute has been under the charge of W. H. Smith of Normal, and R. H. Beggs, of Virginia, Ill. Over fifty teachers have been present and the entire session has been characterized by vigorous work on the part of all.

At the close of the session, the members gave expression to their appreciation of the work that had been done with them by presenting several pieces of silverware which were distributed as follows: To Miss Mary Welch, county superintendent, an elegant card receiver; to Mr. Beggs, a handsome cake basket; and to Mr. Smith a beautiful fruit basket. The whole affair has been one of great satisfaction and profit to the teachers of the county. The following resolutions were unanimously adopted by the Institute.

Resolved, That we will not only do all in our power to make our schools a success, but we will exert ourselves to interest the people in the schools; to create an elevated public sentiment; in short, to awake an enthusiasm that will lead to the highest results from our labors.

Resolved, That a vote of thanks be returned to our County Superintendent and the instructors of the Institute for the interest they have taken in our welfare; to Prof. Piper, of Chicago, for his admirable work and able lecture; to Miss Sarah Raymond of Bloomington, for her lecture; to W. H. Smith, of Normal, for his reading entertainments, and to the Board of Education for the use of the public school building.

The following officers were chosen for the coming year:

President—Miss Mary S. Welch, County Superintendent.

Vice-President—Mr. B. F. Henry.

Secretary—Mr. Allen, of Clinton.

Treasurer—Miss Mary Robb, of Clinton.

Executive Committee—W. H. Smith, W. D. Hall, Mrs. Coulter.

Prof. Cook of Normal, spent a day at the Institute, doing some admirable work in History. He also received quite a number of subscriptions for the SCHOOLMASTER, which speaks well for the teachers of DeWitt county.

Miss Welch, the County Superintendent, though selected against great opposition, and though crippled in her work by a mere pittance of a salary, is none the less determined to do efficient work in her office. She is compelling the teachers of the county to advance in their standing as teachers, and each year to pass better examinations, and

do better work than they did the previous year. She has managed the educational affairs of DeWitt county with skill and ability, for two years, and has demonstrated the fact that a woman can be an efficient office holder.

McLean Co.—A three weeks' Institute, held at Bloomington, closed August 20th. The attendance was very large, reaching two hundred before the close. The instructors were Mr. Hull, County Superintendent; Gastman and Brown, of Decatur; Carter, of Normal; Prof. DeMotte, Dr. Marsh, and Mrs. Humphreys, of Bloomington.

The members express themselves as greatly pleased with the work.

The following resolutions were unanimously adopted:

WHEREAS, We, the teachers of the McLean County Teachers' Institute, feeling that we have spent the time devoted to Institute work in a profitable and pleasant manner, desire to express our thanks and sentiments in the following resolutions:

Resolved, 1. That we, the teachers of the McLean County Institute, tender to the trustees of the Wesleyan University our thanks for the use of their pleasant and spacious building.

2. That we tender our grateful appreciation of the efficient services of Profs. DeMott, Marsh, Brown, Carter, Forbes, Gastman and Mrs. Humphreys.

3. That we recognize in John Hull an earnest and faithful Superintendent, and deeply regret that we are to lose his valuable services; that the teachers as individuals and the teachers as a whole will lose a friend and one of the most active laborers in the cause of education.

4. That a copy of these resolutions be presented for publication to the daily and weekly papers of Bloomington and the *Illinois Schoolmaster*.

Bloomington, Ill., August 29th, 1875.

PERSONAL.

L. T. REGAN has decided not to go to California at present, and instead, takes the superintendency of the Amboy schools.

After three years in Racine, Wis., W. H. BRYDGES returns to take charge of the Elgin High School.

HUGH R. EDWARDS of the Normal, '68, is to open a private school, Aug. 30, at Sterling, Ill. He will be assisted by Mrs. Emma W. Edwards and C. F. Summy.

L. P. BRIGHAM goes to Arcola next year.

MISS LOUISE RAY continues at the Peoria Normal School.

MISS MARIE MACPHERSEN takes charge of one of the Champaign schools.

JOSIAH P. HODGE is married. He has charge of the Golconda schools next year.

AARON GOVE, well-known to the teachers of Illinois, spent a fortnight of August among his old friends. He is delighted with Colorado, and pronounces the Denver people all that could be wished.

MR. FREEMAN has been a sufferer during most of the year, and his many friends will hear, with sadness, of his continued illness. He must leave Colorado. Few men stood higher in this State, and he will be welcomed gladly to our ranks should he return. He has, in his misfortunes, the warm sympathy of all who know him.

WILL JENKINS goes to Mendota (west side). J. R. MCGREGOR continues in the east-side schools.

WILLIAM BRADY and W. W. JOHNSON remained at West and East Marseilles, respectively.

MR. JAMES KIRK of Minonk goes to Washburn, and is succeeded by Espy Smith, formerly at Wenona.

J. E. DOW, formerly of Peoria, enters the services of A. S. Barnes & Co. His future home is in Des Moines, Iowa.

At the last meeting of the Board of Trustees of the Southern Illinois Normal University, JOHN HULL, of Bloomington, was elected Professor of Mathematics, and will enter upon his duties at the beginning of the fall term. Mr. Hull was born in Marion county in 1839; he is consequently a "sucker" and thirty-six years of age. He entered the Illinois Normal School on the first day of its existence and graduated with its first class in 1860. He taught the succeeding year at Salem, his old home, then in the Normal School for a few months, from which he was elected to the principalship of the Bloomington High School. In 1869 he was elected County Superintendent of McLean county, which position he still holds, having been re-elected in 1873. He was, last year, President of the State Teachers' Association, and has, indeed, for the last fifteen years been a prominent figure in the educational work of the State.

Mr. Hull enters his new field with experience, scholarship, excellent judgment, a kind heart and much physical vigor. His success is consequently assured. There were many applicants, of course, for the position; but the Board of Trustees had the wisdom to select a man who has the confidence of his fellow teachers, and who will add much strength to the noble institution with which he is to be connected. He will also be a valuable addition to the Institute workers of Southern Illinois, having had a large experience in that direction.

The Board of Education of Denver, Colorado, gave MR. J. S. McCLUNG of Delavan, a call to the principalship of their High School. Mr. McClung asked his board to release him, but they declined. It seems hardly generous that they should stand in the way of deserved promotion, but they, of course, have the power and choose to use it. The action of both boards is complimentary to Mr. McClung, and although he is offered an increase of \$350 in his salary, he fulfills his part of the contract and remains at Delavan.

BOOK TABLE.

Butler's Pictorial History of the United States. By JOHN T. STEWART. J. H. BUTLER & Co., Philadelphia.

This is a book of 350 pp., well bound, and printed in large clear type. It is well supplied with maps and illustrations. The sketches are numerous and very good. The portraits are excellent with occasional exceptions. It has been some time since we met Columbus, so we never should have recognized him. The variety of expressions that he was able to assume would have rendered him more celebrated than the discovery of America, if he had given his mind to it. Pictures should be absolutely truthful. They appeal so strongly to the senses that they are apt to make lasting impressions. Some of these are unfortunate historical blunders. The one on p. 112 should not appear in subsequent editions. Why will bookmakers attempt a battle scene on a meager half-page? This has faults that may be used to advantage by the teacher who knows his business. Set the pupil to work to discover them. Many of the pictures are very good however, especially those on pp. 202 (the first two), 237, 250, 261, 293, 158 and 159.

Pronouncing vocabularies are abundant. Questions are placed at the close of each chapter; the pupil can use them with advantage in preparing his lessons.

It is the intention of the author to make the book *readable*—a noble intention,—and he has succeeded. In his introduction (will people read it?) he has displayed the divisions of the subject and said some sensible things. The text generally is well written, prominence being given to events worthy of special notice. The statements seem to be truthful, although the critical class-room use (the crucial test) may discover errors unnoticed by the reviewer.

On p. 26 we read, "His (Gilbert's) exhibition failed, and he, with all his crew, was lost." Is this true?

The Pocahontas-Smith story, not generally accepted, is repeated without comment. The appendix contains, The Declaration, The Articles of Confederation, The Constitution, tables of Presidents, admissions of States, &c., and a general chronological table.

We are pleased with the book and account it a success.

The Complete Arithmetic Oral and written. By DANIEL W. FISH, A. M. IVISON, BLAKEMAN, TAYLOR & CO. New York and Chicago.

"The design of the author, in the preparation of this work, has been to furnish a text-book on the subject of Arithmetic, complete not only as a treatise, but as a comprehensive manual for the class-room, and, therefore embodying every necessary form of illustration and exercise, both *oral* and *written*." So says the author in his preface.

The warm competition in the book market is the chief cause of the excellence of the volumes that are coming by thousands from the presses of the great publishing houses. Poor books must "go to the wall." This seems to have qualities that will make it a popular work.

1st. It is a whole series in one volume.

2nd. It is issued in two parts, if desired, so that in graded schools the pupils can use the first in the lower grades and then go on with the second without a repetition of what is, or should be, already familiar.

There are many things to commend, and we note, especially, the following:

The "Suggestions to Teachers" are very sensible, and should be carefully studied. The "Synopsis for Review" present to the eye a clear outline of all subjects studied, and their relation to each other.

The use of the equation and parenthesis at an early stage of the work is an excellent feature.

The amount of practical work presented is very great. Oral exercises are abundant and suggestive.

The definitions, rules and principles, although occupying comparatively little room, are sufficiently full and, in general, are well stated. The principles, indeed, are very well put.

The directions for *original* examples give opportunity for any quantity of problems. The answers are put at the close of the book, where they can be torn out, as they ought to be.

We find some things nowever, that do not please us so well. On p. 29 we find "when any *figure* of the subtrahend is greater than the corresponding *figure* &c." A figure 2 may be greater than a figure 9. On p. 64 we find "7 times *too* great." Isn't that "8 times *as* great?"

Principle I, p. 92, could be stated more clearly. The fact that a fraction is multiplied by an integer when its denominator is divided by it, should be made more promi-

ment. Pupils are slow to believe it and often will make operations tedious by neglecting it. Some of the "analyses" hardly deserve the name; see p. 129. We should be pleased to find the metric system in an earlier part of the book.

Price \$1.40. Sample copies of COMPLETE ARITHMETIC and THE FIRST BOOK (price 50 cents) sent for examination for \$1.00.

BUSINESS ITEMS.

NEW BOOKS.—JUST ISSUED 1st.—*Tenney's Elements of Zoology*. This book has been prepared to meet a want for something more than is furnished in "Tenney's Natural History of Animals," and less expensive than "Tenney's Manual." All parties who have examined this new work, unite in pronouncing it a book "up with the times," and in every sense a valuable addition to the list of excellent text-books published by Scribner, Armstrong & Co., and already widely and favorably known in the West.

Since the introduction of the subject of Natural History into our common schools, thousands of copies of Tenney have obtained sale and use in the State of Illinois alone, and now that the publishers are able to present a book so attractive as is this new one, we predict an important increase in the sale of the works of this popular author. Parties desiring to introduce the subject of Natural History into their courses of study, or parties desiring a change of text-books heretofore employed, are most cordially recommended to examine Tenney's Elements of Zoology. Address O. S. Cook, the agent for the publishers, care of Hadley Bros. & Co., Chicago.

2d. *Felter's New Intermediate Arithmetic*. This is an entirely new book, and was written with the special view of providing for the wants of the intermediate grades of our town and city schools. "Of making many books there is no end," and it would seem unnecessary to add to the long list of text-books in this particular branch. Everybody seems to think himself able to write an arithmetic whatever else he might fail to do, and so we have *Arithmetics Elementary*, *Arithmetics Primary*, *Arithmetics Mental*, *Arithmetics Practical* and *unpractical*, *Arithmetics this* and *Arithmetics that*, but until the issue of Felter's New Intermediate we have had no book really adapted to the needs of that large class of pupils in our graded schools, who annually leave school to battle for bread, before they have finished the ordinary Grammar-School Course. This new book seems exceptionally well adapted to meet this want, and is commended to all inquirers on this subject. Address the publishers, Scribner, Armstrong & Co., New York, or their agent, O. S. Cook, 63 and 65 Washington street, Chicago.

Tell your friends that you are going to the Mountain resorts of Colorado instead of the old Eastern watering places. In the resorts of Colorado you have grand scenery, a perfect atmosphere, and springs whose properties are the most wonderful as curatives for various diseases. Asthmatics can not have asthma in Colorado. Go by the Kansas Pacific Railway from Kansas City to Denver, and you will be convinced.

If you are choked up and wheezy from asthma, and life is a burden to you, go to Colorado, where it is impossible for any one to have asthma. The way to get there is by the Kansas Pacific Railway from Kansas City to Denver, the route to the Rocky Mountain resorts.

Cool and delightful is the peculiarity of the climate in Colorado during the summer. The mineral waters at the famous springs are specifics for almost all disorders, while the beauty of the scenery everywhere makes Colorado the place of all others for the tourist or invalid. Everybody is going this summer, and all go by the Kansas Pacific Railway from Kansas City to Denver. Fare only \$50 for the round trip.

ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

OCTOBER, 1875.

NUMBER 89.

THE SOCIAL DUTIES OF TEACHERS

The social duties of teachers, like those of a poor minister's wife, are manifold, not particularly worthy of praise if well performed, but richly deserving, and receiving, censure if neglected.

I have been requested to speak of these requirements, not that teachers are ignorant of them, nor that I have had a special revelation on the subject, but that it is well for us all to have our memories jogged occasionally; for however wise we are, and however disposed where duty is concerned to *do* or *die*, we are but mortals after all, and mortals sometimes forget.

Teachers should be cheerful and social whenever it is possible for mortals to be so, but most of all in the school-room, the teachers' kingdom. This cannot fail in its good results even with the youngest. My ideas on this subject were formed at an early age. When I was five years old, one day at school my teacher called me to her and gave me some of her blackberry pie; and when I had eaten it, not only told me to lick the plate but showed me how, chatting pleasantly all the while. I think I never felt so honored and happy in my life. I remember that I got some of the juice on the tip of my nose, and that I considered it, not in the light of a misfortune, but as a proof of the honor extended to me, and preserved it there in all its beauty during the rest of the day; before this, I had looked upon her with something of the awe a chicken might feel in gazing at a hawk, but now I followed her with my eyes as though we had formed a sort of partnership and were working together—for had we not eaten of the same piece of pie—and “Betwixt us both,” like Jack Spratt and wife, “Had left the platter clean.”

Ah, the simple faith of childhood! The poet speaks truly when he says that

"When youth, the dream, departs,
It takes something from our hearts,
And it never comes again."

It is as much to our own interest as to the childrens' that we know them and are in sympathy with them in their work and play, their troubles and pleasures, for there is something in the contact with fresh young minds that in part makes up for what we ourselves have lost—our own youth which glided away so quickly we are still unconscious of loss until

"We feel that something sweet,
Followed us with flying feet,
That will never come again."

In order to be on friendly terms with every member of the school, the teacher should possess an even temper, never be nervous, tired or cross; this rule, like the "Greet your husband with a smile" rule (even when said husband comes home "grum as an—Englishman at a party of pleasure,") is without exception; when you enter the school-room, let not the owner of a watchful pair of eyes say that he could

"—— Trace
The day's disasters on your morning face."

If a crowd of excited little folks meet you on the threshold to tell you that Tom has given Dick a black eye, or Harry a broken head, remember that "to err is human," and then there's the Golden Rule, to say nothing of Shakespeare's "Quality of Mercy;" besides, almost any Court of Justice (!) in the land could prove that the deed was done in a fit of "emotional insanity," and how could poor Tom be responsible? Pardon him, and, my word for it, it will happen no more—unless he chances to lose his senses again.

Or, if Thomas persists in forgetting where his lessons are, and Richard *will* whisper, or Harrison is afflicted with a chronic desire to throw paper wads and pinch his next neighbor, or Lucy Maria calls the attention of the whole school to a bug or spider on the floor, and Betsey Short giggles, in season and out of season, be pleasant about it; who could expect the *best* of pupils to be *always* up to the standard; you know that

"In the tranquildest climes,
Light breezes *will* ruffle the flowers sometimes"

Some one once wrote a very good hymn beginning "Chide *mildly* the erring," and didn't say "school-children excepted." Why dampen the ardor of youth with cross looks and harsh words? Kindly and helpfully then point out to them the two ways of life,—the *right* way, and the *wrong*—relate to them the story of George Washington and the cherry tree, hinting significantly at the President's chair, and two terms in office; teach them that

virtue has its reward, and believe me, the air will be less heavily charged with paper wads, sticking plaster in less demand, and even Betsey Short will cease to giggle, at least when on the defeated side.

Perhaps the most solemn occasion, (especially to young teachers,) in all the round of social duties, is the reception of visitors in the school-room. Time and experience may *finally* overcome this, converting an unpleasant duty into an appreciated privilege. I am not prepared to state just how *much* time and experience are necessary to accomplish this, (having taught only four years and a half myself,) but would mildly suggest that the best way out of the difficulty is to call on your visitor to make a speech.

But there is one visitation that may be classed among the "inevitables,"—the visit of Ye Committee men! Speech-making has no terrors for them, and when you see them coming, "Kate might as well fold her hands," so prepare! Tell Thomas Lafayette Jones, who is standing on the floor, for chewing *gum* in school, that he may be seated now, if he will be a better boy in the future. Untie, *a la* Alexander, the Gordian knot that binds Wellington Bonaparte Smith to the table leg, hurriedly bidding him to remember from this time on, that "children's hands were never made to tear each other's eyes." Then offer two credits extra to the pupil that will be the *best* until four o'clock, and all things ready, go forward to meet your guests. Usher them in with enthusiasm, *then* to work, vast, comprehensive work, for two mortal hours, from the a b c's of the Spelling book to the x y z's of Algebra, from the *known* quantities of your own mental resources to the unknown quantities of those of your pupils. Then, as pleasantly as you have done all the rest, bow them out, kindly, willingly.

It is the duty of teachers to be social powers for good, not only in the spheres mentioned, but among friends of the school, and those interested in educational matters generally. A pic-nic, a fishing party, or an excursion should be considered incomplete without the presence of Ye Public Instructor. But alas! from a defect in the school law, which makes no lenient provision in that direction, our pleasure-seeking neighbors have learned, from necessity, to do without us. How sad, that when there is so much fun abroad, the schoolmaster must be at home, offering incense at the Shrine of Duty and the three *R*'s. My feelings are still tender on this subject, I being, not long since, reduced to the alternative of refusing an invitation to a pic-nic, or teaching on Saturday to make up for lost time. After mature deliberation the invitation was refused, not so much from duty as principle. and *besides*, I wanted the law-makers to feel bad about it.

A word to those who can find no society among the friends and parents of their pupils. This may be from one of two different causes. A lady

once said to me, "The people with whom I am placed consider it beneath their dignity to meet as an equal one who teaches for bread and butter." In this case we can offer no remedy, for there is none, unless Fortune's wheel should turn suddenly round and, raising you to the clouds, should bring them to the ground.

Another complained of isolation, but from a different cause. *Her* patrons were uncouth and ignorant. They communicated their thoughts independently of the rules of Grammar; pronounced words in a way that would have brought *tears* to the eyes of Noah Webster, and—*ate with a knife!*

Pretty bad case, *too*; but, who knows? Even the hand that raises a knife to the lips at table may be a hand beautiful from the strength of kindness that is in it,—covered over with blessings from the poor and needy, it has been stretched out to aid. And the lips, tho' unskilled in the flowers of rhetoric, may not be ignorant of the magic of "A word in kindness spoken," and words may fall from them, which, tho' not uttered according to the rules of Clark or Murray, are so musical that when they reach Heaven, the golden harps catch echoes from them and they are as a beautiful song before the throne.

Ah, sometimes, the society that is not good enough for us, is yet fit for the saints!

Teaching school, with all the innumerable duties that cluster around it, is, as some one remarked of life, like setting type; it must be read *backward*, *before* it is printed, and we never can know until the great proof-sheet is struck off, whether it be rightfully done. Or, like the weaving of a web of cloth of large and intricate pattern, the colors are put in one after another, some of them repeated many times; and the piece is rolled up as fast as it is woven. Only when it is finished, and the web unrolled, can the beauty and harmony of the whole be seen.

So we teachers weave in the webs of many lives, putting in *here* a reprimand, there a smile of approval, a word of counsel or encouragement; and how often we feel disheartened because we cannot at once see the result of our efforts! But when all is done, and the web of each life unrolled may there be found woven by our hands, many sweet flowers of Patience, many fair buds of Hope.

ELIZA J. McCracken.

Easy, easy indeed is it to ask routine questions, to record the result in a marking book, to clinch the week's work with a weekly examination, and a term's and a year's work in like manner; far easier than to put questions in such fashion as to find whether the scholar has got at the essence of knowledge, or in such fashion as not only to reach the ear of the questioned pupil, but to thrill with subtle and suggestive power the whole class.—*President Porter.*

THE SEA-SHELL'S SONG.

BY JULIA V. PHIFER.

Can you hear the music
 Of the sea shell's song?
 It is filled with power
 Grand and sweet and strong.
 It is singing, singing
 Of warm Southern seas,
 Overblown with fragrance
 By the pulsing breeze;
 Of long, pearly stretches
 Where the light waves run,
 Lifting, singing, dancing,
 Kissed by breeze and sun.
 Notes the fullest, sweetest
 That through earth have rung,
 Since the dusky ages
 When the world was young,
 Chords of grandest pathos,
 Sweetest memories throng,
 In the soft, low music
 Of the sea-shell's song.

Have you heard the sadness
 Of the sea-shell's song?
 List! It has a cadence,
 Mournful, deep and long.
 All the garnered sorrow
 Of the ages past;
 All life's weary longing,
 Dim, and sad, and vast;
 All the heavy burdens
 Heart and soul have borne;
 All the sighs of sorrow
 In the lives that mourn;
 Bitterness and yearning,
 Sadness strange and long;
 Human soul, oh hear it
 In the sea-shell's song.

Have you heard the wonder
 Of the sea shell's song?
 It is asking, asking
 Questions deep and strong.
 Deeper than the wisdom
 Of the garnered years,
 Stronger than the knowledge
 That is bought with tears.
 It has caught the question
 Of some early dawn.
 With its flush of promise
 From the sunrise drawn.
 Problems we have pondered

Mournfully and long,
 Sound, alas ! unanswered
 In the sea-shell's song.

Can you read the riddle
 Of the sea shell's song ?
 It is filled with power
 Grand and sweet and strong.
 Nile has rolled to ocean
 Through the ages dim,
 And the shell has garnered
 His triumphal hymn.
 O'er Egyptian desert,
 From her height sublime,
 The old Sphinx is gazing
 Down the youth of time.
 And her lips are muttering
 Secrets that are hid
 With the dust of princes
 'Neath the Pyramid.
 —Present, Past and Future,
 All life's loss and gain,
 All its lack of gladness,
 All its power for pain,
 Life, most fair and mournful,
 Death, most strange and strong,
 Music, sadness, wonder,
 Make the sea shell's song.

A CRITICISM.

The article in the August *SCHOOLMASTER*, under the head of "Reading," seems to me to contain many errors. The writer distinguishes between elocutionists and good readers. Now, I ask, is not every good reader an elocutionist ? No man can tell just where a bush ceases to be, and where the tree begins. Neither can we say in teaching reading, thus far and no farther, lest pupils become elocutionists. He says : "To read well is to understand well." Understanding surely is not reading : necessary to good reading, I grant ; but when the child understands the meaning, he is by no means a good reader, of necessity. He may fail in expression, articulation, pronunciation, or emphasis and inflection. The organs of speech must be made flexible by constant drill. He further says : that "No more time is needed than is now devoted to this branch." My experience, after having visited every school in my county, is, that not one school in fifty spends time enough in the *study of reading*. The idea prevails that, when a child can pronounce words rapidly, no matter how much he may disregard naturalness,

emphasis, and, in short, all the essentials of good reading, he is a good reader, and needs no longer to *study* reading, but may give his time to other more difficult studies. In fact, many times the boasted "going through the book" is taken as a sufficient evidence of the ability to express adequately the thoughts and emotions of a written or printed composition.

Certainly, too much time cannot well be spent in reading. Any sane teacher will agree that, "a whole year on a fifty-minute lesson," would be the supremest folly, and a great expenditure of time. Yet it will, I think, be conceded that in no other exercise in school is there so much complexity, so much breadth of thought, such a variety of subjects presented, as in reading. And yet, in the most difficult of all our studies, we are informed that too much time is spent. He says again, "Give us more books." What for? Every publishing mill is grinding out a new series annually, and has been, until the world can scarcely contain the books now extant. It matters little, so far as learning to read is concerned, *what* is read.

The great question is, *How* to read? Give us a few good books, and let them be thoroughly studied and thoroughly read. OWEN SCOTT.

GEOGRAPHY.

No study, perhaps, of the common-school course is so easily managed, both by the teacher and pupil, as geography.

As the text-books are prepared, of course the teacher need know nothing whatever of the subject. It is his business to ask questions, observe whether, according to the text, the pupil answers correctly, assign another lesson and so on, day after day, term after term, year after year. The study is so convenient, so well adapted to all ages and conditions—Why, everybody can teach Geography,—anybody, who can read, can study it; and then the great charm about the matter is, there is no end; or if there were an end, it is so easy to begin and go over the work again. For the subject is almost, or quite, as new and fresh, the second, third or tenth time as the first.

In fact, one may study the subject, as it is usually taught, five or six terms and be quite as well prepared to begin the work as he was at the first trial. Geography is a joy forever; a perennial bliss to all the vast throng of common-school teachers and pupils; an ever-flowing fountain, from which all may drink, drink, drink, and never be satiated, and the fountain never be in the slightest degree lessened. All that there is in the text-book is in the text-book still,—not a particle has ever been transferred to the brain of the student.

I examined, to-day, fifty candidates for admission to the Normal School. All had studied geography (of course),—some one year, and some quite a number, even as long as Jacob served Laban, and yet they showed indications of “not having enough.”

Here are a few of the more difficult (?) questions:

Q. “In what direction does the river Rhine flow?” This was answered correctly by *three*.

Q. “Give the latitude of *any* place” One gave the latitude of Chicago 180 degrees north, “according to my best recollection.” I confess, I felt grieved to think anybody was willing to leave Chicago so far out in the cold.

Q. “Give the area of Illinois.” Not *one* could or did answer correctly; one ventured the guess,—“six hundred square miles.”

Q. “Give the population of anyone of the United States.” Not one could do it correctly. Several guessed at the population of Illinois, but not one came within a million of the right number. One candidate having failed to answer a single question of ten put to him, I asked him to tell me any geographical fact he knew. After long hesitation, he said, “The river Jordan flows into the Dead Sea.” (Thanks to some faithful Sabbath-school teacher!) I then asked, “What drains the Dead Sea?” “The Jordan river,” was his reply.

I have not attempted any exaggeration, “naught set down in malice,” but have a “plain, unvarnished tale delivered.”

And now, what of it? What are you going to do about it? I hardly know. If those who have studied the subject so long,—from one to seven years.—know so little of it, shall we increase the term of study to fifteen or eighteen years; or shall we seek better books or better teachers, or both?

In the class of candidates spoken of, I found not one who understood anything of latitude and longitude; and yet, I take from my desk an Intermediate Geography, and find on the first nine pages, all that one need know about these subjects. To be sure, some of the statements are not the best, as, for instance, “there are two kinds of longitudes, east and west.” Still, the matter, on the whole, is well enough. I turn a few pages in the book and find that the very first facts that are given, relating to each of the several states, are the areas and populations. So I conclude that the books are certainly not wholly to blame. As most of the teachers come from the ranks of the common school, where they have learned geography, it is very possible that the fault may rest with them; not wholly because they are ignorant of the subject, not because they are unable to locate and name sixty-eight towns in Spain, or tell where every railroad crossing is in Illinois,

or cannot name every creek in the State :—not so much these ; but because they have no well defined notion what ought to be taught, and how to teach. They are inclined to abuse the book : it is so much easier to assign lessons and hear recitations than to fix upon and well digest a definite plan ;—to lay out the work and then do it. The thoughtful teacher will find that he must leave a vast amount of geography unlearned, but a little general geography may and should be mastered.

It is better to fix four places in Spain, yes, one, than to go over sixty-eight.

Two terms in geography for the common-school course, if properly managed, are better than forty terms of such work as is now done in our schools.

I do believe that the time given to geography in our schools is worse than wasted. Absolute injury is done the pupil. The mind is made weak, not strong. Either drop the study entirely or let us have a radical reform.

J. A. SEWALL.

THE RULE IN CASE OF ABSENCE.

Every pupil in the High School who shall be absent *four half-days*, and in the Grammar and Intermediate schools who shall be absent *six half-days*, and in the Primary schools who shall be absent *eight half-days*, in four consecutive weeks, without an excuse from the parent or guardian, given either in person or by written note, satisfying the teacher that the absences were caused by sickness or other satisfactory cause, shall be reported to the Superintendent for a special examination to determine whether the irregular attendance of said pupil has so affected his standing in the class to which he belongs as to make his transfer to a lower class necessary.

The foregoing is the rule which has been adopted by the Board of Directors to secure as prompt and punctual attendance at school as possible ; and, as will be seen, it is based upon just and equitable principles as touching the rights of the parents, the child and the other scholars in school. Judge Higbee decides that under the constitution and laws of the State a child cannot be banished from school for irregular attendance alone. A parent's necessity may require, or his good nature may allow, the child to be absent unduly, yet the misfortune of the one, nor the penalty for the other, cannot attach to the child so as to deprive it wholly of its right to an education. The child has rights in the matter which cannot be denied by the State under its school system as represented by the Board of Directors. How, then, shall undue absenteeism be prevented ? By such an influence exerted upon

I examined, to-day, fifty candidates for admission to the Normal School. All had studied geography (of course),—some one year, and some quite a number, even as long as Jacob served Laban, and yet they showed indications of “not having enough.”

Here are a few of the more difficult (?) questions :

Q “In what direction does the river Rhine flow ?” This was answered correctly by *three*.

Q. “Give the latitude of *any* place” One gave the latitude of Chicago 180 degrees north, “according to my best recollection.” I confess, I felt grieved to think anybody was willing to leave Chicago so far out in the cold.

Q. “Give the area of Illinois.” Not *one* could or did answer correctly : one ventured the guess,—“six hundred square miles.”

Q. “Give the population of anyone of the United States.” Not one could do it correctly. Several guessed at the population of Illinois, but not one came within a million of the right number. One candidate having failed to answer a single question of ten put to him, I asked him to tell me any geographical fact he knew. After long hesitation, he said, “The river Jordan flows into the Dead Sea.” (Thanks to some faithful Sabbath-school teacher!) I then asked, “What drains the Dead Sea ?” “The Jordan river,” was his reply.

I have not attempted any exaggeration, “naught set down in malice,” but have a “plain, unvarnished tale delivered.”

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It is easier to learn than to unlearn. Vitality can seldom be restored to a paralyzed limb. In a large degree, success or failure in after life will depend on the manner in which the young mind is trained. The rule for all correct teaching is "Ascertain the mental appetites of the child-mind and judiciously feed them." These powers will grow and become strong under such a *regime*, as surely as the body grows and develops by following the dictates of the normal appetites.

God has provided the mind with its predilections—its tastes—for the purpose of its development, just as he has the physical nature. The same law of growth pervades all vital nature; and a violation of that law will result in inevitable failure. You must nourish the plant with the food it wants, or it will wither and die. The lion cannot subsist on hay; the horse will perish on flesh, and so the mind, with faculties which could not be developed into the great jurist, may furnish the world with a great soldier. Put a child to doing what it likes, and its very tastes are a powerful spur to success. Nothing but blind bigotry and withering fanaticism could demand the suppression of the natural promptings of the mind. They were not given to man to be suppressed, but to be encouraged and expanded. We must determine, and judiciously take hold of, those natural capacities and tastes of the child and direct them into channels of usefulness. It must not be supposed, however, that those capacities and tastes are so vast, and so varied, as to prevent classification. The teacher following this method will secure attention, effort, zeal and interest. With these secured, what may he not accomplish? The progress of pupils will be marked by spontaneous application and enthusiasm which will certainly, in time, lead to the highest development of the mind. The engaging in pursuits for which persons were fitted neither by nature nor cultivation, has earned no small part of the sum of human woes. The properly developed mind naturally seeks its congenial pursuits. By a rational method of instruction, the pupil will be led to engage in that occupation for which he is best adapted. By disregarding this natural process of education, pupils are graduated from schools with no dominant idea, and no practical life-habits. They leave school without purpose and without regret, save, perhaps, at parting from classmates and teachers, rejoicing in the liberty from thralldom of text-book and routine studies. Many fail to realize the true worth of an education, although great efforts may have been made. To operate this plan successfully may appear difficult. It certainly requires of the teacher much more attention to the philosophy of the child-mind than usually has been given, and it demands that the teacher shall tear away much of the rubbish of form and routine. But, when the proper beginning has been made progress will be rapid and

natural. What is called curiosity in children is often wrongfully repressed. This endowment leads to the accomplishment of knowledge; and, if cultivated and encouraged, it will rarely stop short of great attainments. The teacher should guide and foster this spirit. To this end he must understand the structure and organization of the child-mind. He must know which are the weak and which the strong faculties. Some faculties are stronger in the child than in adults. The teacher must know what will fatigue, and what will rest; he must understand that change is often rest for the wearied powers; that it is worry, not work, that wears; not so much the mental activity, as the unbroken strain at one task. It is incumbent on the teacher to acquire the power of apprehending the tastes, and the drift of the child's mind. This is a matter of feeling and sympathy, rather than of judgment. Unless the teacher does comprehend these mental appetites, how can he feed them? You might as well expect a novice to bring melody from an untuned violin. Study the child at play. From morning till night he is in constant bodily activity. The same number of muscular movements would exhaust the strongest man. His mind is equally active. All his mental powers are concentrated on whatever object engages its attention. His whole heart is in his sport. His energies never seem to flag. His faculties are completely under his control. He shifts them with perfect facility and celerity, from one attractive point to another. When the hour for repose comes, he easily withdraws his mind, and refreshing sleep holds unbroken sway. What if we gently lead all this concentration of powers, this energy, this enthusiasm of the child, into useful channels, and turn them to the work of his education? Can any one doubt that this may be done? Providence has formed him with all the susceptibilities for development. He has prepared him for the teacher. Should not the teacher be prepared for his work? The child is endowed with a confiding, trusting disposition. He readily believes whatever we tell him. He has no barriers of prejudice to overcome. Why should not a child learn to sing, or to write and read, as easily, and as well, as to make and dress dolls, build play-houses, and play at ball? The impressions received at play are grateful, pleasant, invigorating, healthful and not soon forgotten. And why not adopt the same method for attaining all impressions? The reason that children do not engage with equal interest in the occupations of the school-room is because they are invested with a severe, dull, dry formality that frightens and benumbs the faculties of the child—a sort of scarecrow garb which makes everything, not only unattractive, but actually distasteful. They smack of drudgery, of hopeless thumbing of books, of long and painful sittings, of wearying, routine lessons, and of the fretful exercise of authority. These are all impediments almost insurpassable, in

the path of the teacher. Why will he insist on keeping the obstacles in his way? They are unnecessary and destructive, and should be removed.

People will sometimes insanely endeavor to terrorize a child by portraying the remorseless, flogging teacher! Parents will even send their children to school with a vindictive reminder that the teacher will make them do this or that. Many of those who talk loudly about the advantages of education, seem determined to make the school-house abhorred. What would be your capacity for working under like influences? Would you *love* to work under the suasion of a six-shooter? Put yourself in the child's place. On the other hand, one who loves to do what is set before him will do it ten-fold as well, the opportunities being equal. The enthusiast does not find it irksome to pursue the object of his zeal. All great deeds are more or less the result of enthusiasm. Was the study of astronomy anything but a labor of love with Galileo? Did Mozart and Beethoven produce their grand productions under the whip of a task-master? Nay, these were a source of pleasure, greater and more intense than ever boys feel at sport. And that is just what I desire to see in the school-room. I wish to see that vigor, that natural force which abounds in children, fostered and directed until they will do the work of the school-room with just as much zeal as they now employ in the games of the play-ground.

Some people think children will do nothing, unless it is profitless. They talk to them in a silly strain, and treat them as if they were void of sense and reflection—the way to make a dunce even of a man. Let it be distinctly understood that the pupil is to be controlled, but controlled almost without knowing it. History teaches that whole armies of men, encouraged by confidence in a great leader, and fired with enthusiasm for the cause they espouse, will rush upon certain death. Is it fear of punishment that produces these tremendous effects? Nay, fear would produce demoralization and panic. These armies were controlled without feeling it. And so the same discipline may be attained in school by the same means. Children at play abide by the rules of their sports with fidelity. They feel that it is necessary to the real interest of the game. It matters not whether the rule is reasonable or not.

To the observant teacher, text-books will often be found unsuited to his purpose; and then to follow them would be ruinous. They are useful rather as auxiliaries, than as fixed guides. The purpose is not to cram, nor merely to get the pupil through a graduated series of exercises. The literal rules of arithmetic, reading, writing, grammar, etc., are waste matter as soon as the spirit of the rules is grasped. By being trained to think correctly, the pupil acquires a knowledge of the principle of which the rules

are but the naked analysis. Some of the primary books are arranged upon a studiously logical plan, beautiful in its symmetry, and consistent in the theory, but in many respects not adapted to the child-mind: and when this is the case, they are useless. What law of nature or necessity is answered by beginning the education of a child with the isolated letters of the alphabet? The child does not learn to talk in this way. It is, in my opinion, a loss of time—nay, worse, it is an irreparable waste of the natural zeal and energies of the child,—rigidly to pursue this drudgery of isolated letter learning. There are but few attractive features about it for the child. Why should he not learn to pronounce a word at sight, and by guiding the hand write or print the letters in their proper order at the first. The child will very soon understand what he is doing, and execute with pleasure. Give him a crayon or a pencil, direct his attention to the object, guide the hand to draw a rough sketch of the same, and in a few lessons he will execute with intelligence and delight. Without attempting to give a detailed description of the method of instruction as actually practiced by myself for several years, I nevertheless request your earnest attention to this feature of sentence-building. Usually the acquisition of readiness, in reducing thought to routine form, is left to the old-style process of composition, and necessarily postponed to the later stages of education. It is a lamentable fact that fine, ready composition is an accomplishment possessed by few. After college-life even, years of laborious drilling are often found necessary before the graduate can express himself with that readiness, ease, and perspicuity which will challenge ordinary criticism. The object is not to defer this work to the college course, but to begin with the beginning of school-life to train the pupil to accuracy in written statements of his child-thought. Present some familiar object to the child, pronounce the word, guide the hand to write it, calling the letters in their proper order, repeating till readily executed; precede this writing with conversation, leading the child to distinguish between the thing and its sign, thus drawing thought from the child; continue this work until he has acquired a small stock of words, including all the letters, which he can pronounce, spell and write. Then begin with writing simple sentences, such as may occur to the child, or that you may direct him to say. Day by day, at first slowly, but soon rapidly, the vocabulary increases. In a brief space of time, the pupil will be writing his own thoughts in child-language. The process is a constant review, while advancement is made. This done in classes will increase the interest; for it fatigues the attention to pass hurriedly before the pupils a large number of objects, hastily explained, and but partially comprehended. The purpose now is to teach the child to think closely, talk correctly, and

work accurately. Nothing will conduce more to genuine progress, than accuracy. It is for the reason that a pupil gets an inaccurate, indefinite idea of a subject, that it fades so readily from his mind; this habit once acquired, it will be carried on with the multitude of subjects which will gradually be investigated during the preparatory period.

Lord Bacon has said: "Reading maketh a full man, speaking a ready man, writing an exact man." Pupils should leave our schools with fluent tongues, and ready pens. Franklin said, it was as much as a man could do in a life-time, to become a thorough master of his own language. Too much time is wasted over dead and foreign tongues. When searching for a word to express an idea, we do not look much at the pedigree of the word. The question is, does the word by common use, aid accurately to convey the idea? The acquisition of a rich vocabulary, the power of discriminating instantly, between words seemingly synonymous, the ability to command exact words and combine them harmoniously, are worthy objects. It is a well ascertained fact that not one man in a hundred employs, during his whole life, more than five thousand words. The whole stock and store of many persons, does not exceed five hundred. Then, it is not a very difficult task to accomplish the desired object. It is not merely the capacity to give the definition of words, which this earliest phase of education should develop, but the ability to use them readily and accurately both in speech and writing. The use of words will engender ideas. A single word will often produce whole trains of thought. Indeed a thorough knowledge of the sign of an idea, includes the image itself.

The present and future progress of civilization depends largely upon the work done in our schools.

Here are molded the future statesmen and defenders of our country. Upon the educator far more than upon the clergy rests the duty of turning the current of humanity from the prisons to the temples of God.

The teacher has a responsible, a high calling: laboring as he does in the richest field, let him prepare for the work.

N. M. CARTER.

Who do you think invented that very simple thing called a wheelbarrow? Why, no less a personage than Leonardo de Vinci, somewhere about the time that Columbus discovered America. It was the same Leonardo that painted the grandest picture in the world—"The Last Supper."
—*St. Nicholas.*

READING. I.

About one-third of the public money, devoted to the compensation of teachers, is expended for teaching Reading. It is needless to say that, for much of it, there is little return. There is no other subject where so much is to be done: none where the teacher is so constantly thrown upon himself for expedients. Because of this necessity for original work on the part of the teacher, most have no plan. There are few things that we dislike to do more than to think. How many have a definite idea of the exact thing they are going to attempt as they stand before their classes at the beginning of the recitation? It is the purpose of this and succeeding articles to suggest some of the things that we should attempt to do for our pupils in this exercise.

There are two things that need our careful study—the pupil and the subject. The more thorough our understanding of these, the more probable it is that we shall have some definite object toward which to direct our efforts.

What is the condition of the average pupil when we are to begin our work upon him?

He has considerable knowledge of things, consequently he possesses something of a vocabulary; he has a voice that is capable of running the gamut of expression; he has ears that are quick to catch the words with which he is familiar: but the eye has never learned to *see* the printed word. Here, then, is where we begin. The word to which he so quickly responded when it appealed to his sense of hearing, must now demand an equal response when it appeals to the sense of sight.

The culture of the eye is the chief business for the tyro.

It should be remembered by the teacher that activity is the law of growth. If the arm gain rapidly in strength, it will be because it is used very much. The fingers strike the right key upon the piano only after they have tried ten thousand times. If the words are to be recognized at sight they must pass under the eye, again and again. We become familiar with those objects that we see every day. So reviews must be constant. Every expedient must be devised to recall the attention to old words while we add new ones to the stock. Then, few classes are doing enough reading. What series furnishes a sufficient amount of work in the lower grades?

There should be doubling up and, this process completed, the deficiency should be supplemented from other sources.

The late Horace Greeley remarked that "the way to resume is to resume." So the way to become familiar with words is to see words—a great many of them, and each one a great many times.

But not all of our pupils are beginners. We find in very many instances that, although the eye has some culture, villainous habits of articulation have been formed. Syllables are elided without mercy. Tol'able, hist'ry, const'ooshun, pres'dunt, and so on, *ad infinitum*, greet the ear. The pupil should be obliged to pronounce every syllable correctly. To do this slow reading is necessary. Put no time where it is not needed; but, if the class is deficient in power to articulate distinctly, much time should be spent in exercises for the express purpose of correcting the evil. Teachers in graded schools have no accurate conception of the trouble, in this direction, that the country teacher encounters. Special exercises are not needed: the ordinary lesson, if properly used, is the place to do the work. Oblige the pupils to speak the words so slowly that every vowel sound shall be heard, and so that final consonants shall not suffer violence. If the exercise is faithfully followed, marked improvement will soon be observed. Syllables will begin to emerge from obscurity, and the words will take shapes that may be recognized.

In the higher classes, we find that the girls have trouble in making themselves heard in a room of any considerable size. Their voices are very weak, and it seems next to impossible to induce them to produce a tone of any fair degree of fullness. The apparent inability is frequently due to improper methods of breathing. The dress is of such a character that there is little opportunity for deep breathing, without which strength of voice is next to impossible. Patient perseverance in breathing and shouting exercises, will produce the desired results in time. One needs a large measure of faith in his work, for the results come very slowly.

The boys, accustomed to the freedom of the farm or street, become painfully conscious of the fact that they are the unfortunate owners of hands and feet. The former persist in being terribly in the way, while the latter are shifted from one position to another, each less satisfactory than the preceding. The pupils must be taught to stand with both feet upon the floor, and to make some proper disposition of their other members. The contrast between the boy, fresh from the farm, and one that has been instructed in the use of hands and feet, will be noticed by the most casual observer, if the two were simply to stand before him. It is no small part of the teacher's duty to make his pupils feel a fair degree of ease in the presence of others: the reading class furnishes an excellent opportunity.

One part of the work of the teacher of reading then consists in giving physical culture to his pupils, and it must receive a generous share of attention; and, as has already been said, he must make a careful study of his class, to understand their needs; and must then endeavor to give the especial training most needed.

STATE EXAMINATION.

(1875.)

ORTHOGRAPHY.

1. Write the plural of the following words: Buffalo, Tobacco, Echo, Portico, Zero, Quarto, Potato, Grotto, Hero, Focus, Radius.
2. Give the rule for dropping the final e. Write three words in which e is retained.
3. How is the plural of compound words formed? Give examples.
4. Give the derivatives of *change*, *blame* and *trace* formed by the suffixes *ing* and *able*.
5. To each of the words *suffer*, *hate* and *burn*, add the suffixes *ed*, *ing* and *s*.
6. When are w and y vowels?
7. Give a rule for doubling the final consonant, and give examples.
8. What is the Etymological meaning of Orthography?
9. Define a primitive, derivative, simple, and compound word.
10. You will write twenty words to be pronounced by the examiners.

READING.

1. What is Reading? State the object of reading aloud and of silent reading.
2. State concisely your method of instructing a class of beginners in reading.
3. What are the oral elements of the language? Mark, according to Webster, four sounds of a, three of e, two of i, three of o and three of u.
4. What are grammatical pauses? What are rhetorical pauses?
5. How many kinds of pitch do you recognize? Name them.
6. Define Expression, Force, Rate.
7. What pauses occur in verse, not used in prose?
8. Give a definition of Orthoepey.
9. Give an example in which accent changes the meaning of a word. One in which emphasis changes the meaning of a sentence.
10. You will analyze, so far as to give your idea of its true meaning, and read aloud, a paragraph selected by the examiner.

ARITHMETIC.

1. Give the *law* of the decimal system of notation. Define number, figure, problem, rule, sign, demonstration, notation, numeration, and write in words 3,200,107; in figures, MDCXVI.

2. Define greatest common divisor, least common multiple, fraction, denominator, and numerator. Multiply the sum of 7.83, 72.1413 and 3.621, by the difference between 84.631 and 37.184, and divide the product by the G. C. D. of 72, 180, 360 and 840.

3. A owns $\frac{3}{17}$ of a ship's cargo, valued at \$493,000 ; B owns $\frac{1}{2}\frac{5}{9}$ of the remainder ; C owns $\frac{3}{10}$ as much as A and B, and D owns the remainder. How much does each own ?

4. The longitude of Washington is 77° 2' 48" West ; What change would a person have to make in his watch in going from Washington to Greenwich ?

5. How many rods in a piece of land $\frac{5}{8}$ of a mile long and $\frac{3}{7}$ of a mile wide ?

6. Define percentage, rate per cent., interest, discount insurance. What is the principal which, being at interest at 7 per cent., gains \$62.50 semi-annually ?

7. A note of \$5600 for 60 days with interest at 7 per cent. was made Sept. 3, and discounted the same day at a bank at 6 per cent. ; what were the proceeds and what would be the difference between the discount and interest ?

8. Define involution, evolution, square root, cube root, power and exponent.

If 12,977,875 cubical blocks were piled in cubical form, how many blocks would there be in the height or vertical edge of the pile ?

9. Define arithmetical and geometrical progression, common difference, ratio, ascending series and descending series. The first term of a geometrical progression is 4, the last term 62,500, and the ratio 5. What is the sum of all the terms ?

10. The base of a right-angled triangle which contains 339,864 sq. ft., is three times its altitude. What is its hypotenuse ?

EDITORS' DEPARTMENT.

We hope all teachers who read the SCHOOLMASTER enjoyed their vacation ; we would not exclude those who do not, from our benevolent thought, much as we pity their benighted condition. We are sure that we enjoyed ours ; we went down East and took a peep at the old ocean ; we ate clams and oysters fresh from the brine ; we feasted on huckleberries fresh from the hills ; we rested under the trees in the old orchard ; we grasped the hands that were always friendly in other days. We also enjoyed, but in a differ-

ent way, a part of the time that we gave to Institute work, after our return. But vacation is now over; we are all back again in the harness; and what are we going to do the coming year besides "grinding" in our own separate mills? For ourselves, during the late period of rest, we pondered somewhat over the educational problem in our own State. Illinois, the Queen of the Valley, ought to lead her sisters in the great West in everything pertaining to education, as well as in every other good thing. Are we doing it? We think it is not idle boasting to say that, in the past, we have been in the van of the educational army of the West; but are we fully maintaining that high position? What special features of the educational work are we pushing forward? All our County Superintendents know that there are multitudes of persons teaching to-day, who are notoriously unfitted for their work. If the examination papers that they have made in the last six weeks were to be published *verbatim et literatim*, they would constitute a burlesque such as no Mark Twain or Josh Billings could invent. The people, in many sections, while they are attached to their schools, doubtless, in a general sort of way, have little real knowledge of what is necessary to constitute a good school, or of the *real* qualifications of a good teacher; and often they are lacking in a real, vital interest in the school-work. Our Institutes are excellent in some counties; in others they merely afford an opportunity for some of the members to put forth windy harangues, or frothy resolutions; while in many counties there are no Institutes of any kind. In our entire, broad State, there is no general, *systematic plan* of institute work; and, if in any cases there is good work done, it is only because some superintendents or teachers happen to be in advance of their fellows. For several years, our Legislators have given to the teachers only the most shabby treatment; often their words, and some times their acts, seem to indicate that they regard teachers merely as sneaks or thieves. Is it on the principle of judging others by themselves? The teachers, too, although free, so far as we know, from quarrels or strife among themselves, do not seem to be joined in one unbroken phalanx, hand to hand, heart to heart, shoulder to shoulder, unitedly striving to improve the schools, to elevate the profession, to arouse the community, and to build up a sentiment that shall compel our Legislature, not only to treat us with respect, but to do something that shall help forward the work in the State.

We confess that, looking at the matter in the way we have indicated above, the picture looks rather dark, and the future is not promising. But, friends, what shall we do about it? Whining and complaining will not help the matter. Yet it is wise to look facts squarely in the face: and it is the part of *men*, when evils are seen, to set about their correction, so far as they have power to do it. We are sure that not only the condition, but the fate, of our schools, and of our school system, is in the hands of the teachers themselves. And we are decidedly of the opinion that we need just now *an educational revival*. Just how it is to be brought about, we are not prepared to say: what specific duty lies before each of us, we do not attempt to point out. But that a *united* effort of some sort is necessary, we are sure. We sigh for an educational Hammond or Moody to lead on the work, to devise plans, to unite workers, to inspire zeal, and to direct forces. Again, we say,

what can be done? Friends, let us hear from you,—you of the North, you of the Center, you of the South; you of the city, you of the country. Are we mistaken, or is the need that we have set forth a real one? Who will suggest plans, who will point out the specific things to be accomplished? In the multitude of counselors, there is wisdom. For ourselves, we have spoken plainly; we believe an emergency is upon us; we believe that the teachers and people are in sore need of an EDUCATIONAL REVIVAL.

We would remind the teachers of Illinois that but about three months are to elapse before the recurrence of our annual gathering. Can we talk up the matter suggested above, — that is, if the trouble really has any existence except in our fancy,—so that, at the time of the meeting of the Association, we may do something more than to listen quietly to a few good speeches, elect our new officers, have our usual “fun mit the boys,” and go home again? The time was when our State Teachers’ Association inaugurated grand movements; and, having inaugurated them, pushed them forward to fulfillment; we made even law-makers listen to us. We can do these things again. The battle is not yet won; we have not already attained, neither are already perfect. Besides, in our work, not to go forward is always to go back. Who will plan the work for us, and who will go to Rock Island next December ready to join hands with his fellows in some well digested effort to put Illinois on a higher educational plane than she occupies to-day? Again, we say, let us hear from you.

By the time this number of THE SCHOOLMASTER reaches its readers, the graded schools, or most of them, at least, will be well under way.

The district schools will soon be at their work, and the educational machinery of the State will then be in full play.

The old hands at the business have gone to their tasks with easy confidence; but the beginners! Who shall describe the fluttering of heart with which the novitiate stands before her charge, and imagines all their evil possibilities?

There can be no success without a fair degree of discipline, and there can be no discipline worth the name without a natural gift to govern. Few fail from inability to control, where one fails from lack of knowledge of the subjects to be taught. The Superintendent may satisfy himself as to the scholarship, but nor man nor angels can forecast the success or failure in the other particular. We have said that the ability to govern is a gift. Some who fail at first, learn to be tolerably successful, but the dullest child recognizes the born ruler at a glance, and “looks out for breakers.”

Most of the troubles that arise in school are in the realm of deportment; most judge the school from its externals; and they should, to a considerable extent. Children go to school quite as much to learn to behave themselves as for any other purpose.

The family circle is limited. When the child enters the school he enters an epitome of the world, with which, as a man, he must mingle. Under the eye of his teacher he must learn that regard for the rights of others which should characterize him in his later life. Breaches of deport-

ment are usually an invasion of these rights. So the matter of correct behavior is of prime importance.

Before one can rule others properly, he must learn that most difficult lesson—self-control. Most mistakes of the teacher are the result of haste. One should always know what he is about when he undertakes the task of correction. Nine of every ten cases of discipline, of a serious nature, will bear waiting. The young teacher should be especially thoughtful. A thoughtless act may invoke a storm before which he cannot stand. So, be in no haste about vindicating the majesty of school-room law unless you are sure that you know your ground.

The extracts which follow were recently cut from the same daily paper: the first is a part of the platform adopted by the recent Republican State Convention of New York. the second is from the platform adopted by the Democratic State Convention of Wisconsin:

1. The free public school is but the work of the American Republic. We, therefore, demand the unqualified maintenance of the public-school system, and its support by equal taxation. We are opposed to all sectarian appropriations and we denounce, as a crime against liberty and republican institutions, any project for a sectarian division or perversion of the school fund of the State.

2. The framers of our government wisely guarded against the union of church and state, and we insist that the principles of our constitution, in this respect, shall be adhered to strictly and forever, and that in the administration of our public affairs all sectarian issues shall be discarded.

Under our constitution the school fund and its revenues are set apart and exclusively devoted to the support and maintenance of the public schools, and all agitation relating to the division of the same is impolitic and uncalled for; such schools are an indispensable element of republican institutions, and we believe in more and more perfecting the system so as to bring a thorough and free common-school education within the reach of all; but we also insist that, as required by our constitution, the public schools throughout our State shall be kept free from sectarian instruction, in order that they may become accessible to all without interference with the rights of conscience.

We are well aware that few things in this world are less trustworthy than the platforms of political parties. Their framers are chiefly anxious to put forth such declarations as will receive the assent and support of the largest number of voters; and, in respect to popular opinions, none are keener-scented. No matter whether the makers themselves believe their own words or not, they mean to say things that shall accord with popular opinion; and they are very likely to know what that opinion is. In our judgment, these facts give great significance to the above declarations put forth on the same day, by State conventions of the two great parties. They show that politicians believe that the people of America are fully determined that their free-school system shall remain intact, and substantially as it is at present. We have no doubt that they are wise in this belief. The recent adoption, in New Jersey, of a constitutional article forbidding any division of school funds, shows the same thing. Unless the opponents of our free schools are particularly desirous "to gnaw a file," we think they will take warning and desist from their present movement. However, we are willing they should continue their insane attempt, if they choose; we have no fear of the final result. The American people are patient in regard to such things; but when the time comes, they know how to speak so as to be understood. Those who tried to destroy our Government found this out, not long ago.

At the examination for State Certificates, held at Normal, twenty-one new candidates presented themselves. No one made a sufficient average in all the studies to obtain the diploma. The percentages of failure are as follows: In Arithmetic, forty-five; in Grammar, seventy nine; on the Essay, fifty; in Theory and Art, eleven; in Geography, five; in Algebra, thirty; in Geometry, thirty-four; in Physical Geography, *all*; in Natural Philosophy, ninety-two; in Physiology, ninety-five; in Natural History, *all*; in Botany, eighty-five; in Chemistry, *all*; in Astronomy, ninety five, and in School Law, forty-eight.

It will be seen that the applicants were fatally weak in the sciences and grammar. We publish the questions in three subjects in this issue, and shall give more from time until all have been presented.

All, if we mistake not, succeeded with the history.

These statistics are exceedingly suggestive. They show that, notwithstanding all the noise, little thorough work has been done in the Sciences. And the Grammar! We will print the questions next month, and they may hint to teachers the kind of work that they should be doing. The reader should be in constant use in the grammar class; but more of that anon

The matter of Attendance Reports received considerable attention at the last session of the Principals' Society, and the subject was then deferred for further action, to the December meeting at Rock Island.

The National Rule, which is proposed for adoption, is as follows:

"In all cases of absence from school, whether with intention of returning or not, whether the absence be occasioned by sickness or other causes, including suspension of pupils, but excepting solely the case of transfer to some other school in the same system, that the pupil's name be kept on the roll as *belonging for three whole days*, and dropped uniformly, if he does not return, on the seventh half day."

We again call the attention of our readers to Miss Todd's articles on drawing, which are publishing in the SCHOOLMASTER. To those who have only glanced at them carelessly, they may have seemed of little value; but we are assured by teachers who have studied them, and have put them in practice in their own schools, that they are excellent. Of one thing our readers may be sure, these articles are not merely *theoretical*; they represent the work exactly as it is done in the public schools of East Aurora.

We publish this month a list of questions used at the late examination for state certificates. We propose to give similar lists frequently. We are sure that, if our younger teachers will set themselves faithfully to answer such questions, they will find the exercises very helpful in preparing for any like trial.

The general statistics of Decatur schools, published last month, should read "salaries of teachers and superintendent \$17,266.10; other expenses, &c., \$9,135.35"

EDUCATIONAL INTELLIGENCE.

Henderson County.—The Normal Institute closed its session of five weeks, Aug. 20th. A larger number of teachers were in attendance than last year, and a greater interest manifested both by teachers and the friends of education. This interest was elicited partly by the use of charts and other apparatus, which greatly aided the conductors of the institute in their work, and partly by the reassembling of a company of earnest teachers, devoted to the duties of their calling, and determined to improve the opportunity of advancing the standard of qualification for the school-room. The two last days of the institute were devoted to regular institute work, under the direction of the H. C. T. association, J. M. Akin, president, in which other teachers in and out of the county took part. Several papers of interest were read by members; and addresses in the evening were delivered by President Wallace, and Prof. Gordon, of Monmouth College. The interest culminated in steps being taken to secure, if possible, the establishment of a county Normal Academy. The friends of popular education are somewhat sanguine of success.

JAMES MCARTHUR,

County Supt. of School's.

Shelby County.—The Shelby county Normal School closed on the 13th of August. There was an attendance of fifty-two teachers. The entire term was characterized by vigorous work. A healthy interest has been awakened in the schools throughout the county.

The County Superintendent was assisted in the normal work by Profs. H. McCormick, C. DeGarmo and T. F. Dove. Prof. McCormick was present the first three weeks only.

A teachers' county association was organized, and holds its first meeting in December. At the close of the school, Mr. John Stapleton, superintendent, was presented with an elegant gold chain, by the teachers of this county, as a token of their appreciation of his services in conducting the Normal.

The following resolutions were unanimously adopted:

Resolved, That we are greatly strengthened and encouraged by our mutual intercourse during the past few weeks; that we feel our professional enthusiasm renewed; and that we shall return to our respective fields of labor inspired with the ardent desire to do good.

Resolved, That our thanks are due and are hereby gratefully tendered to the instructors who have laid out and led the work of the County Normal: to John Stapleton, County Superintendent, for the courteous manner with which he has presided over and conducted the school; for his valuable instructions in philosophy, school economy, and theory and art of teaching; to Prof. DeGarmo, for the interesting manner in which he presented the subjects of physiology, reading and phonics; to Prof. T. F. Dove, for the pleasing manner in which he presented zoology, grammar, and U. S. history.

Resolved, That we tender our thanks to the Board of Education for the free use of their building.

WHEREAS, The County Superintendents of schools are made by law the official adviser and constant assistant of the teachers of their respective counties; and, whereas, we, the teachers of the County Normal, believe that their visits to our schools will be the means of greatly promoting the interests of the schools throughout our country; therefore, be it

Resolved, That the County Board of Supervisors are earnestly and respectfully requested to direct the County Superintendent to visit each school of our county at least once a year.

Resolved, That a copy of these resolutions be presented to the Board of Supervisors, at their next regular meeting, for their consideration.

Morgan County.—The Morgan County Teachers' Institute commenced August 9th at the second-ward school building of Jacksonville, and continued three weeks. About sixty teachers were in attendance. The exercises of the class in "teacher's drill" were

conducted throughout the session by County Superintendent Higgins. Much interest was added to the occasion by a series of lectures and readings, which were kindly offered by the following gentlemen: Rev. Dr. Crook of the Grace M. E. church of this city read an able and original poem, entitled "John Jones and his friend;" Lecture by Prof. E. F. Bullard, Principal of Jacksonville Female Academy, subject, "Good of College Life;" Select readings by Supt. Henry Higgins; Prof. Harris, Supt. of City Schools, delivered a lecture on the subject of "Ideals of Education;" Rev. S. M. Morton, subject, "What to read, when to read, and how to read;" two interesting lectures by Prof. Brown of Whipple Academy, "Book-keeping," and "Penmanship." At the close of the session, Dr. Prince gave a very interesting and profitable lecture on the subject "Nerves."

It was hoped that State Supt. Etter would be present and favor us with a lecture; but, owing to previous engagements, it was impossible for him to be with us.

The teachers of this county are becoming impressed with the importance of teachers' institutes. Each teacher will doubtless enter his school-work for the year, feeling much stronger from having received the drill of the past three weeks. It was suggested that the institute be continued through another week; but, on ascertaining that many of the schools of the county would be opened on the following Monday, it was thought inexpedient.

The Teachers' Association meets on the first Saturday of each month, at the office of the County Superintendent in the court house of this city. COMMITTEE.

Marion County.—The County Teachers' Institute commenced Aug. 1st, and lasted four weeks. One hundred and sixty teachers were enrolled. Prof. McCormick, from the Normal University, has done excellent work here, and the teachers appreciate it. He is highly commended for his manner and methods of teaching. Prof. Frohock of Centralia assisted. Marion county has an active man at the head of the public schools, and the standard of education is rapidly rising. Mr. Primmer, the Superintendent, knows the needs of Southern Illinois, and is rapidly supplying them.

Yours Truly,

N. S. SCOVELL, Salem, Ill.

Pulaski County.—The Teachers' Institute of Pulaski county was held at Caledonia, commencing on the 16th of Aug. and lasting six days, with an average of about forty teachers present. Instruction was given by Supt. Hathaway and Prof. M. C. Colvin of Caledonia, A. B. Stranger of Villa Ridge, and E. Streeter of Mound City. The last two days were devoted to the examination of applicants for certificates. The work done was of great benefit to those present. SECRETARY.

Johnson County.—The Institute was held Aug. 26-28. Forty-five teachers were present—there are but fifty-six schools in the county. Good work was done. No time is allowed the superintendent for visiting schools. A strange kind of economy that!

Champaign County.—The teachers of this county held a Drill or Normal School, at Champaign, beginning July 19th, and closing Aug. 27th, thus covering six full weeks. For many who were in attendance, this was almost the whole of vacation. The enrollment reached about 230; regular lessons were assigned and recited, as in an ordinary school. Instruction was given in Language by W. B. Powell; in History and Geography, by E. C. Hewett; in Elocution, by Miss Bryant; in Arithmetic, by W. H. Lanning; in Music, by D. Hayden Lloyd; etc. The general direction was in the hands of County Supt. Wilson. E. C. Hewett, A. S. Kissell and Dr. Edwards gave evening lectures. The expenses of the Institute amounted to almost \$1,000, besides

the cost of boarding. All the cost was borne by the members. When we consider this financial burden, the sacrifice of nearly all vacation, and the amount of hard work done, we must allow that the teachers of this county are willing to pay a price for professional excellence; and we cannot mistake in believing that good results will follow.

Arrangements were made to hold local institutes in the county three Saturdays in each month, during the Fall and Winter. The SCHOOLMASTER will have many readers in Champaign County during the coming year.

Pike County.—Pittsfield, county seat of Pike county, is one of the old towns of the State. It is pleasantly situated on the *divide* between the Illinois and Mississippi rivers, and has many of the characteristics of a New England town. The people are intensely interested in educational matters, and have provided liberally for the culture of their children. The school building cost about \$60,000. The number of pupils in all departments is about 500. The number of teachers at present, is 10; we shall need more as soon as the high-school department is fully organized. It is our intention to make of this department a first-class high school; pupils will be received from abroad. J. W. Johnson, Esq, is our Co. Superintendent. He is a most excellent Superintendent, has the interests of the public schools uppermost in his mind, and is doing much to improve those under his charge. Yours very truly, H. H. C. MILLER.

Madison County.—The annual session of the County Institute was held during the last week of August. It was opened by an address from Supt. Suppiger, which was full of good things, and was published in full in one of the county papers. The programme consisted of class exercises, discussions, essays, lectures, criticisms, music, &c. The chief participants were Miss Michan, Miss Bradshaw, Mrs. Angier, Prof. Green of St. Louis, W. E. Lehr and A. Bacon of Marine, Messrs. Singletary of Collinsville, Keebler, and Williams of Edwardsville, Deck, and the Superintendent.

The attendance was not very large, but there was much interest manifested.

Resolutions 1 and 2 are as follows:

Resolved. That the thanks of this association are due to Superintendent Suppiger for his efforts to make this Institute pleasant and profitable to all in attendance. That we heartily endorse his action in raising the standard of qualification for teachers.

Resolved. That we will co-operate with the friends of education throughout the State, in any legitimate effort that may be made to secure legislation that will provide a more thorough system of county superintendence.

Hardin County.—About one-half of our teachers were present and took part in our Institute on the 26th, 27th and 28th of Aug. All the teachers, and many of the friends who were present, took part in the exercises. We had an interesting time, and all were pleased with the result. The work was mainly in regard to the best methods of teaching in Hardin county, under existing circumstances. We have no graded schools in Hardin county; but one school requires two teachers, and the county superintendent is principal in that.

Iroquois County.—Our Normal School closed on the 4th inst.; 60 teachers were enrolled. Probably 45 remained through the entire term. All seemed to be pleased with the results, and expressed a desire to have a school of the same character next year.

Yours, S. W. PAISLEY.

Edgar County.—The County Normal closed with examination by County Superintendent. Fifty were enrolled. Attendance very regular. Much earnest work was done during the five weeks; certainly a company of fifty persons never spent so much time in pleasanter association. All are friends. Yours, &c., JNO K. FAILING.

Report of Danville Public Schools for 1874 5.

Number of persons between 6 and 21, (Aug. '74).....	2100
Whole number enrolled.....	2056
Average daily attendance.....	987.5
Whole number of tardinesses.....	7017
Number of suspensions for absence.....	0
Number of corporal punishments.....	110
Number of visitors.....	889
Number of teachers, males 3, females 28.....	31
COST PER PUPIL FOR TUITION ALONE, INCLUDING HIGH SCHOOL.	
Upon School Census.....	\$ 5.05
Upon number enrolled.....	7.88
Upon average number belonging.....	14.00
Upon average daily attendance.....	16.50
TOTAL COST PER PUPIL, INCLUDING ALL EXPENSES.	
Upon school census.....	8.70
Upon number enrolled.....	13.73
Upon average number belonging.....	25.49
Upon average daily attendance.....	28.58
TOTAL VALUATION.	
Total valuation of property in District.....	\$3,174,000.00

CHARLES I. PARKER, Supt.

The Knox Co. Teachers' Association.—This association closed a very pleasant and profitable session on August 27th. Its conduct was a "new departure," and such a departure as the writer most heartily commends to the teachers of this State. Instead of Mr. A. giving "his method" of teaching arithmetic, Mr. B. "his method" of teaching geography, and Mr. C. "his method" of teaching reading, the time was taken in discussing the perplexing questions of school-work. Among the very interesting exercises, were four essays upon Teachers' Qualifications; 1st, Physical; 2d, Intellectual; 3d, Social; 4th, Moral. They should become a part of our educational literature.

Miss West, with the topic, "What shall we do with the Natural Sciences in District Schools," gave some most excellent practical advice.

Dr. Bateman gave a lecture on Thursday evening. To say it was good, would be saying what everybody knows. His closing paragraph was an epitomized work on the theory and art of teaching

If such women as Miss West and Miss Whiteside can be found in all the counties in the State, we want just one hundred and one lady county superintendents in the field. (Why not one hundred *two*?—Ed.)

C.

ITEMS.

ST. LOUIS.—For the year ending August 1, 1874, St. Louis spent \$822,802 07 for schools; of this amount more than \$500,000 was for teachers' salaries. The city had places for 576 teachers; of whom, 43 were men. The highest salary paid to men was \$3,000; only two received this salary; thirteen men received \$2,000 per year; twenty were paid more than this; and ten, less. Two women received \$2,200 salary; twenty-four received \$1,000 or more; two hundred and eleven received \$600; while fifty-seven received \$500 only, the lowest salary paid. The total enrollment of pupils reached 34 273 in the day schools, and 5,577 in the evening schools. Of these pupils, 94 per cent. were born in the United States; and 68 per cent. were born in St. Louis.

We are sure that all lovers of good books, and of the makers of good books, will regret to learn of the failure of Lee & Shepard of Boston, and Lee, Shepard & Dillingham of New York. The last reports make the failure a bad one.

Champaign county has organized a system of local institutes. The first meets at Tolono, Sept. 26th; the next at Champaign, Oct. 9th; the third at Rantoul, Oct. 16th.

To put the case into figures as nearly exact as possible, \$8,000 per annum would be regarded as an exceptional price to pay the man best qualified in the country to train our sons; while a first-class architect would receive as much for a single building; a popular preacher would be given double that sum per annum; and an actor who could entertain us with as hearty a laugh, as Sothern, or show as pretty a face as Miss Neilson, would clear twice as much in a month's time.—*New York Tribune*.

So Goldsmith stole "Edwin and Angelina," and Wolf, the "Burial of Sir John Moore." So, at least, an English scholar asserts.

Dixon has a new literary institution. Arrangements have already been made for opening, in connection with it, the present year, three of its departments viz: The Northwestern Illinois Normal College, for the special education of teachers, the winter session of which is to commence on the first Monday in November, in the larger college building of that city, now being refitted and furnished for this purpose; the Dixon College of Fine Arts, embracing the Conservatory of Music organized in the College building nearly two years since, under the direction of Professors Moses and Gurney, and the regular preparatory department of the university, to open its first session on the 1st day of November, under the direction of Professor W. J. Bowen, A. M., a graduate of Oberlin, and one of the ablest teachers in the West. Other regular departments are to be opened so soon as the endowment fund shall justify the expenses.

ILLINOIS NORMAL.

The present term began on the 6th of September; the vacation was shortened to nine weeks, by vote of the Board of Education; the purpose of this vote was to bring the commencement one week earlier next Summer. The length of the Fall and Winter terms was also changed; the Fall term will continue fifteen weeks, to be followed by two weeks of vacation; and the Winter term will continue twelve weeks. The building has received a new tin roof, and several new floors have been laid. There have been a few changes in the faculty. Miss Bandusia Wakefield has been added to the Normal Faculty; Mr. William S. Mills takes charge of the Grammar department; and Miss Jennie P. Carter succeeds Miss Gertie Case, in the Primary room. Miss Miller gives her whole time to Drawing, and teaches both in the Normal and in the Model schools. Prof. Metcalf oversees the Training work, the same as last year.

The numbers in attendance are as follows: In the Normal department, 158 young women, and 99 young men; in the High School, 64 pupils; in the Grammar School, 71; and in the Primary, 28; total in the University, 420. The work in all departments is progressing pleasantly and very efficiently; the only draw-back is a prevalence of illness, which takes the form of ague, chiefly. Several students have been obliged to leave on this account.

The town of Normal yet holds its summer beauty; the foliage is now, September 22d, as green as in June, and the frosts have not yet slain the flowers. A somewhat serious tornado visited us on the evening of the 8th instant, overturning an empty house on University street, and blowing off the upper story of Mr. T. C. Funk's house. Mrs. Funk was quite seriously injured, but is recovering.

There have been several fatal cases of matrimony recently, among the Normal fraternity. GEORGE MASON married a lady from Little Rock, during vacation. Mr. R. H. BEGGS and Miss GERTIE TOWN are married. Miss DELL COOK was married to Mr. SAMPLE, of Paxton, on the 9th instant; Dr. Edwards was the officiating clergyman on the occasion.

PRES. EDWARDS spent his vacation at home; he supplied the pulpit of the Congregational church in Princeton during the time.

PROF. HEWETT visited in the East for four weeks, and spent the rest of the time in Institute work.

PROF. METCALF and wife spent the whole vacation at the East.

PROF. BURRINGTON, MISS MILLER and MISS CASE did the same thing.

DR. SEWALL spent a large part of his vacation in Institute work at Normal and at Peoria. There is a new "well-spring of pleasure" in the Doctor's house,—it is a girl!

PROF. STETSON remained in Normal through most of vacation, but went East in August to visit his father, who was seriously sick.

PROF. COOK spent vacation in visiting Institutes, and in "running" the SCHOOLMASTER.

PROF. McCORMICK spent some time in Institute work in Southern Illinois.

PROF. FORBES was at home nearly all vacation.

MRS. HAYNIE spent her vacation mostly in Normal. We think "PETER" was at his post, all summer.

JOHN HULL has begun his work as Professor of Mathematics in the Southern Illinois Normal

MISS JULIA F. MASON, also, returns to the same Institution.

MISS JULIA E. KENNEDY goes into the Missouri Normal School, at Cape Girardeau.

JAMES S. STEVENSON and MISS ANNA C. GATES remain in St. Louis the coming year.

EDWIN PHIBROOK takes charge of the schools in Blue Rapids, Kansas.

MISS LOUISE RAY continues in the Normal School at Peoria.

PUTNAM L. BRIGHAM will teach at Arcola.

MISS MARY E. PENNELL has taken a place in the High School at Tuscola.

LEVI T. REGAN takes the Amboy schools.

JUSTIN L. HARTWELL goes to North Dixon.

MISS MARGARITA McCULLOUGH teaches in the High School in Edinburg, Indiana.

ROBERT L. BARTON goes to Mound City.

The members of the old 33d regiment propose to have a reunion on the anniversary of the battle of Fredericktown; we believe it is the 21st of October.

DR. EDWARDS is now on a visit to the Normal School, at Winona, Minn.

PROF. McCORMICK goes to Conference, at Rock Island, as a delegate, on Sept. 23.

SOUTHERN ILLINOIS NORMAL.

As we go to press, we have not received our usual letter from this Institution; but we learn that the term opened prosperously on September 13th,—about 175 in attendance at the start.

We hope to give a description of the building, illustrated by a cut, in our next number.

PERSONAL.

REV. CYRUS NUTT, D. D., President of the Indiana State University at Bloomington, died in August.

REV. CHARLES G. FINNEY, for so long a time President of Oberlin College, also died about the same time. He had attained a great age.

REV. W. H. H. ADAMS, D. D., succeeds Dr. Fallows in the Presidency of the Wesleyan University at Bloomington, Illinois. He was educated at the Northwestern University at Evanston. This is his first experience as a teacher.

PRESIDENT RICHARD EDWARDS of Normal, has recently received from Dr. Barnas Sears, an offer of a position in connection with the administration of the famous "Pea body Fund;" salary, \$4,000 per year and house-rent.

PROF. ATHERTON, of Rutgers College, New Jersey, has been tendered the Presidency of Howard University at Washington, D. C. We have not heard whether he will accept.

MR. S. A. POTTER, well-known, to the older teachers of New England, and known to many Western teachers—at least by name—as one of the authors of the Potter and Hammond Series of writing books, is now senior partner in the firm of Potter, Ainsworth & Co., the successors of Woolworth, Ainsworth & Co., publishers of the Payson, Duntun & Scribner series. As these publishers now own both of these series, their customers are at liberty to pay their money and take their choice.

HON. J. D. PHILBRICK was thrown from a carriage the other day. As a consequence, he has a broken rib and other severe bruises.

SUPT. PICKARD of Chicago, is re-elected. DUANE DOTY is the new assistant superintendent.

MAJ. POWELL is contributing to the Popular Science Monthly and to Scribner's. His official report of his explorations is just out.

PROF. JAKES of the Wesleyan University at Bloomington, has accepted the presidency of Albert College, at Belleville, Canada.

LEMUEL MOSS, D. D., late of the University of Chicago, has entered upon his duties as President of the State University at Bloomington, Indiana.

PROF. BOLTWOOD's school at Princeton, Illinois, has more students than ever before.

BOOK TABLE.

Ocean Born. By OLIVER OPTIC. Boston: LEE & SHEPARD. New York: LEE, SHEPARD & DILLINGHAM. For sale by HADLEY BROTHERS & COMPANY, Chicago.

This is the last of the Yacht Club Series, so popular with the boys and girls. The story is quite a romantic one, possessing considerable plot and counterplot. Much information can be gained by the young readers, and they have before them, at all times, in the leading characters of the story, excellent specimens of manhood and womanhood. Price \$1.50.

Wolf Run or the Boys of the Wilderness. By ELIJAH KELLOGG. Boston: LEE & SHEPARD. New York: LEE, SHEPARD & DILLINGHAM. Sold by HADLEY BROS. & Co., Chicago.

This is a very lively story of life in Western Pennsylvania, during the early part of the French and Indian war. It gives a vivid picture of the perils of the early settlers, and impresses many a homely truth in a way to make the book worth reading by the boys of our schools. Price \$1.25

A Primary Arithmetic, and Teachers' Manual, etc. By EDWARD OLNEY. New York: SHELDON & COMPANY.

This little work contains 150 pp.; price, 35 cents. The plan of the book requires that it should be in the hands of the pupils from the first, that they may make use of the pictures; but the text in the first section, and largely through the book, is intended for the teacher only. And the text is well worth the careful attention of the teachers of primary schools; they will find many valuable hints on other topics besides arithmetic. We do not like to be too enthusiastic over a book that we have never *used or seen used*; but our judgment, after perusal, is that this is the best primary arithmetic that has ever been made. We like the author's method of leading the little pupil to the first truths of arithmetic, better than any other we have seen; we are pleased with the abundance of *work* required of the pupil; the pictures are charming, beautiful in themselves, and well adapted to their purpose.

The most serious criticism we have to make is the author's failure to discriminate, in all cases, between *numbers* and *figures* or "digits." We are surprised at this, for Prof. Olney is usually very careful in his use of words. We approve his statement on p. 22, respecting the use of zero; but how does it harmonize with the "exercise" on p. 15?

The book attempts little more than a development of the "Fundamental Rules," together with the first principles of Fractions and Compound Numbers. It will be seen therefore, that it treats these topics with much fullness. And we recommend to teachers using the book, a very close adherence to the author's directions and plan of work. We, also, bespeak a careful study of the preface by all such teachers.

The Elements of Arithmetic, for Intermediate, Grammar and Common Schools. Author and Publishers, as above.

This is a moderate work of 308 pp., price, 85 cents. According to the preface, the author has prepared it for such teachers as believe that pupils, who know how to count, and who understand the combinations involved in the four "ground rules," can learn all of arithmetic that is necessary to a good common-school education, by pursuing this branch as one of the school studies, for *three years*. We are glad to see this idea put forth; and we are glad that, in consequence of it, the author has pruned his book, of the useless lumber that cumbered most of our school arithmetics. We agree with him that he has given enough for all ordinary purposes; and we hope the time is coming when our pupils will not pursue the study of arithmetic chiefly, for eight or ten years, and then be unable to solve readily and accurately the problems that arise in common business.

This book is intended, in graded schools, to follow the author's Primary. But, as he has given more than one third of the book to a discussion of the "ground rules," and as his work here is very elementary as well as very full, we think pupils in most of our schools may well *begin* with this book, and thus be obliged to purchase only one book for their whole course in arithmetic. We have seen no other book that so well explains

the *reasons* for the rules in addition and subtraction, in multiplication where several figures express the multiplier, and in long division. The forms of analysis are generally excellent. The fundamental principles of fractions are well presented; the explanations of the roots are given as well as they can be in *arithmetic*, and we have none of the nonsense about the use of blocks. A short and clear explanation of the metric system is given.

We are much pleased with the book, but are disposed to qualify our praise more than in the case of the Primary. The author confounds *digits* with *numbers*, as in the Primary. He "sets" units under units, p. 26; he adds tens to "tens" column," p. 38; his method of writing "decimals" is bungling, p. 171; and the same may be said of the methods of computing interest. We do not like his methods of factoring numbers; and we think the whole subject of factors receives too slight treatment. The expression, "a tens-of billions," p. 14, is faulty. He says in the preface, "It is the author's opinion that as many *answers* are given in the text as are compatible with the best results in teaching." This is our opinion, too; and we are sorry to see a full table of answers at the end of the book. However, being placed here, they are easily torn out, and we think that is the best thing to do with them, taking care that they go into the fire when torn out.

We predict for Prof. Olney's *Arithmetics*, great success; and we are greatly mistaken if their use does not produce excellent results.

Challen's Dime Arabian Nights' Entertainments. Philadelphia: CENTRAL NEWS COMPANY.

The "Arabian Nights" may well be termed classical. Extravagant and improbable as the stories are, they give a wonderful taste of the flavor of Oriental thought and life. Intellectually and morally no one can be injured by reading these stories; which is more than can be said of some of the goodish, *piousish* novels that disgrace the shelves of our Sunday school libraries.

We have received five numbers of this "dime" edition, and can commend it as cheap and convenient. We would suggest that the "proof" should be read better.

Bachelor's Popular Resorts, and How to Reach Them. Illustrated. By JOHN B. BACHELDER, author and publisher.

This is a "Gazetteer" of pleasure travel in the United States. It is not only of great practical value to tourists, but can be used with decided advantage by teachers of geography, giving, as it does, in compact form, a description of the health and pleasure resorts in the country. It is elegantly bound, contains about 359 pp., is finely illustrated, and contains a large map. It is the purpose of the author to publish it annually, making necessary additions. Price \$2.00 Address George A. Foxcroft, Jr., 41 and 45 Franklin Street, Boston.

Outlines of Proximate Organic Analysis By ALBERT B. PRESCOTT, Professor of Organic and Applied Chemistry in the University of Michigan. New York: D. VAN NOSTRAND.

This little work of 192 pp., as the author says in the preface, "has been prepared especially for the use of a class of chemical students who devote a *semester* to the analysis of vegetable products and other organic mixtures, taking previously, at least, two *semesters* in qualitative and quantitative analysis." To such a class, as well as to the general analyst, the treatise must prove of great value. It contains a brief digest of what is known of the methods and processes of organic analysis. It is a compilation of facts, derived from many authorities, to which is added much that is new and valuable.

The mechanical execution of the book is all that could be asked. J. A. S.

A History of the United States, Prepared especially for Schools. By JOHN CLARK RIDPATH, A. M. Cincinnati: JONES BROS. & Co.

This book contains 479 large pp., and it is consequently much more full than most of our school histories are. It is especially full in the department of colonial history; the pages of the book are distributed as follows; forty-three to voyages and discoveries; one hundred and fifty-five to colonial history; thirty-four to the French and Indian war; eighty to the revolutionary period; one hundred and fifty-three to the history of the administrations till the present time. The story of the late war is told quite briefly, occupying only forty-three pages.

The author does not attempt to give a mere skeleton of the history; the bones are pretty well covered, and in a style that is clear and easy. The wants of the class-room, however, are not neglected; there are abundant helps to the fixing and remembering of the story. Among the helps, we notice several excellent maps, a pronouncing vocabulary for each section, and, *most important of all*, a succession of colored charts arranged after the style of Lyman's Historical Atlas. The pictorial illustrations are quite numerous, and generally are good. Some of the portraits, however, differ much from those that we have been accustomed to see; they may be correct, but they have a *strange* look to us. We instance those of William Penn, Alexander Hamilton, and Daniel Webster. The surroundings of the "Old Stone Tower," in the picture on p. 135, are not correct.

We have noted but few things to question or to criticise; our author blames Vespucci for giving his name to the new world, and he declares that "there is no reason in the world" for doubting the old story of Pocahontas. We do not see how Hamilton could have enjoyed the countenance of his chief "till his untimely death," seeing that Washington died nearly five years before that event. Princeton, we think, is hardly "eighteen" miles from Trenton; p. 279. There are, probably, enough dates given; but we think some well arranged tables of dates might add to the usefulness of the book. We do not forget the excellent charts in making this suggestion.

On the whole, we think the book a capital one for those teachers who wish to put something more than a "bundle of chips" in the hands of their students in history.

A History of England, for the use of Schools. By M. E. THALHEIMER. Cincinnati: WILSON, HINKLE & Co. pp. 287; price \$1.50.

In this new history of England, we think we have the book best adapted to the study of the history of England in our schools. The author has availed herself of modern researches, and professedly follows Macaulay, Froude, Freeman and other modern historians, rather than Hume and his school. The history is traced briefly, but in a clear and lucid style, from the earliest period down to our own times. Each chapter is followed by a brief Recapitulation; and the book is well illustrated by maps, pictures, genealogical tables, and questions for review. A copious index of subjects, and a list of books bearing on English history is a valuable addition. We regret the absence of notes explaining some of the terms used.

As a specimen of book-making, the volume deserves high praise; the paper, type and binding are excellent.

The Sciopticon Manual. By L. J. MARCY: Philadelphia. pp. 244

Mr. Marcy is probably the most successful maker of the instrument of which he treats, to be found in the country. His book is designed especially to accompany his instruments; and it would seem that any person of good sense might learn from it about

all he would need to be taught about the management and use of the Sciopticon. We cannot set forth the purposes of the book better than in the following words from the author's preface.

"In form and construction the Sciopticon is very unlike that relic of the middle ages, the old magic lantern. Those who are interested in the philosophy involved in it, in the peculiarities pertaining to it, in the practical management of it, in making and selecting slides for it, in performing scientific experiments with it, and in promoting the interest of education by it—will do well to inquire within."

Masterpieces in English Literature and Lessons in the English Language. Designed for use in Colleges and Schools. By HOMER B. SPRAGUE. New York: J. W. SCHERMERHORN & Co.

This is vol. I, the series comprising four volumes. It contains 437 pp., about the size of the Academic Dictionary. In the preface we find the following: "The object is primarily, and chiefly, to present for study the masterpieces in English literature; but incidentally, the attempt is made to show, in the first two volumes, something of the philosophy and development of the English Language, and to awake an interest in its critical study."

The book opens with a classification of languages and the genealogy of the English. Selections are made from Chaucer, Spenser, Bacon, Shakespeare, Milton and Bunyan. The selections are introduced by sketches of the lives of their respective authors. Copious notes accompany the text.

On pp. 59-62 we find a "summary of elementary sounds and their proper significance." This part of the work is decidedly novel at least. *Short e* is "a small sounds fit for unimportant things and diminutives."

This example will endeavor to show what the author attempts with other sounds. Some of his statements strike us as slightly imaginative, and few will be able to recognize the resemblances he appears to have discovered. Pages 411-424 are occupied with sentence analysis in which diagraming occupies considerable space. A general index of contents is given at the close.

The selections are sufficiently long to give ample illustrations of the authors' styles, and the book is well adapted, apparently, to the purpose intended.

PERIODICALS.

The Nursery, published by JOHN L. SHOREY: Boston. Monthly; \$1.60 per year.

Are all of our readers who have "wee ones" in their families, aware what pleasure they might give the little folks by providing them with this best and sprightliest of all publications for their use? Many teachers of Primary Schools are using it most successfully as a reading book for their youngest classes. There can be nothing better for the purpose. Subscriptions may be sent through this office.

The Western; H. H. MORGAN, Editor. Published by WESTERN PUBLISHING ASSOCIATION: St. Louis. Monthly; \$1.50 per year.

The September number has the usual complement of excellent and thoughtful articles. D. J. Snider's article on *Macbeth*, and W. T. Harris's article on a *Course of Reading* are the most valuable.

Annual Report of the St. Louis Public Schools: 1873-1874.

This bulky pamphlet of 338 pp. is something more than a mere bundle of dry statistics. Any who are specially interested in the question of the *Importance of High Schools*, or of the *Grading and Classification of Schools*, will find matter here of special interest and value. Sup't Harris treats these topics at much length; and we need not say to any who are familiar with the products of his pen, that whatever he may say on any subject is worth attention.

The September *Atlantic* continues Mr. James' interesting story, and Frances Anne Kemble's "Old Woman's Gossip." "National Self Protection," and "A Patriotic Schoolmaster," are notable articles

BUSINESS ITEMS.

WILSON, HINKLE & CO. have in press and will publish on or about the 1st of November, 1875, CHAPTERS ON SCHOOL SUPERVISION, a *Practical Treatise on Superintendence; Grading; Arranging Courses of Study; the Preparation and use of Blanks, Records and Reports; Examinations for Promotions, etc.*, by William H. Payne, A. M., Superintendent of the Public Schools of Adrian, Mich. 12 mo., about 216 pp cloth; price, \$1.25.

SOMETHING VALUABLE FOR TEACHERS.—Sheldon's New Manual of Reading.—This manual contains Elocutionary instructions, in graded form, suited to the stages of advancement belonging to each book of Sheldon's series of readers. It thus frees from all superfluous matter the readers themselves, which are entirely devoted to the exercises properly belonging to them; conveniently facilitates the work of teaching, and affords a valuable *professional* book, which must be highly prized by teachers. Send *fifty cents* to O. S. Cook, 63 and 65 Washington St., Chicago, and get a copy. You never will regret the outlay.

The SCHOOLMASTER Advertiser is as usual, full and interesting. The very best houses and books in the country are represented. To prove this, it is only necessary to call attention to its contents.

Teachers should familiarize themselves with the books published by the different houses, and should cultivate the acquaintance of the genial gentlemen who represent them. If you wish a geography, a grammar, an arithmetic, a scientific book, or any other, look through the "advertiser" and write to the house, or its agent. You will receive prompt reply, and will secure your book at much less than the ordinary price.

IF YOU CAN NOT SLEEP, you had better go to Colorado and its great resorts. The waters of the mineral springs will purge your blood, and the pure atmosphere of the mountains will give you sleep as peaceful and refreshing as possible. The Kansas Pacific Railway is the direct route from Kansas City to Denver.

WEAK LUNGS AND ASTHMA are cured by the clear air of the mountains in Colorado. You can stay there the year round. Benefits certain. Go by the Kansas Pacific Railway from Kansas City.

ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

NOVEMBER, 1875.

NUMBER 90.

PSYCHOLOGY. I.

SCIENCES, HOW FORMED.—Sciences are based upon the observation of phenomena. By phenomena we mean the manifestations that we may notice in whatever we are observing. They may be noted by the eye, or the ear, or by touching, or smelling, or tasting; or they may be observed by noting our own thoughts and feelings. If we consider carefully many plants, observing their colors and forms by looking at them; observing also their fitness for food or for curing diseases by trying them; and if we also make careful note of their mode of growth, and the kind of soil they need; and if we cut the stems and leaves and buds, and examine them under the microscope to ascertain their structure: if, in short, we study all the phenomena of plants, we are prepared to construct the science of plants, and we call it Botany. If we have observed only a part of the phenomena we may still try to build up the science, but it will not be entirely reliable and certain in its principles.

THE SCIENCE OF MAN.—Suppose it is required to construct the science of man. What phenomena shall we study? Shall we use our eyesight? We can see the features of the face, and the different parts of the body. We may also, as in the case of plants, examine each part more minutely, using the microscope. The mode of growth may also be observed, and the kind of food required by the human being. But when we have done all that is possible in this way, when, in short, we have carefully considered all the phenomena of the body of man, we feel sure that we have not considered all of man. In fact, the body is only the subordinate part of him. When a man says, "I believe," or "I remember," or "I enjoy," he does not mean that his body believes or remembers or enjoys. "I" does not mean the

body. Something else and not the body does these things. Some parts of the body, as the brain, may be used in believing, remembering, etc. But only a very few persons have ever thought that the body performs these operations. Sir William Hamilton, in the ninth lecture on Metaphysics, gives an interesting dialogue from Plato, which shows the truth of this statement, that the body is not the man.

MIND AND ITS PHENOMENA.—Now this essential part of man, this that believes, remembers and enjoys, has been called by different names. Its most common appellation is THE MIND,—it is sometimes called THE SOUL. And it is possible to construct a science of the mind or soul; because, as in the case of plants, it is possible to observe phenomena that belong to it, and to compare and group them. Some of the phenomena or manifestations have already been named. Many of them indicate action or the doing of something. The words representing these may be written with the termination *ing*. For examples, we may take *thinking, feeling, willing, looking, hearing, meditating, loving*, and many others, all phenomena, or manifestations of mind.

PSYCHOLOGY.—The science which treats of the mind or soul is called PSYCHOLOGY,—from two Greek words which mean, strictly, a discourse upon the soul.

HOW CLASSED.—Now, consider all the phenomena of the mind that you can think of, and see how they can be classed or grouped. Of the operations of mind named above, what ones are sufficiently alike to be put into a class together? Is *remembering* similar to *believing*, or is it more like *enjoying*? Are *loving* and *willing* alike, or are they quite different?

ILLUSTRATION.—You will doubtless find by this process, as the most careful thinkers have found, that mental phenomena may be classed in three groups. Suppose you receive a letter through the postoffice from a friend. You break open the envelope and read it. Your first mental process is to understand what he means to say to you. That is one kind of mental work. You grasp the thoughts as given by your friend. But the letter contains bad news. Your friend is in great distress: As soon as you understand this you sympathize with him. You, too, feel sorrowful, as he does. You suffer in your mind a pain like that which he suffers. And finally, this suffering arouses in you the idea of helping your friend. You resolve to do so, and carry the resolution into practice.

THREE FORMS.—In all this, your mind has put forth three kinds of energy. It has exhibited three kinds of phenomena. The first was *thinking*, which was necessary to understanding the letter. The second was *feeling*, which appeared in your sympathy for your friend. The third was *willing*,

which was apparent in your resolving to aid him. The mind never performs any operation which is not included in one of these three classes. Everything it does is some kind of thinking, or some kind of feeling, or some kind of willing. These three forms of mental action are usually called, 1st, Intellect; 2nd, Sensibility; 3d, Will. Which of these three forms of mental activity is exercised in remembering? in believing? in reasoning? in the solving of a problem in arithmetic? in the studying of a lesson? in loving? in hating? in sorrowing? in rejoicing? in desiring? in resolving? in the resisting of a temptation?

TERMS USED.—Here we may as well pause in order to define a few words that are used in books on psychology and similar subjects.

1. *Philosophy*, from two Greek words meaning a love of wisdom, is the science that considers the causes of phenomena. It undertakes to account for what we observe. Of course it is not confined to any particular class of facts. We may philosophize about the facts of botany, or zoology, or history, or any other subject. Psychology is sometimes called "Mental Philosophy," because it undertakes to examine the causes of mental phenomena.

2. *Ontology*, from two Greek words meaning a discourse on being, is the science of real existence. It considers pure being apart from phenomena and in relation to them. We know most things only by their phenomena, but the philosophers assume that there is something which they call "substance," to which the phenomena belong, and this substance which nobody ever saw, or heard, or felt, is a proper subject for ontological investigation.

3. *Metaphysics* was formerly a very general term, and included all subjects that were not included under the head of physics, or the science of nature. The word is from the Greek and means "after physics," and was applied to Aristotle's treatises on Logic, Ethics, Politics, etc., because it was thought that they ought to be studied after the works that he had written upon Physics, or the Natural Sciences. Now, however, the word is much narrower in its application, and is made to mean about the same as Ontology.

4. *A Mental Faculty* is the mind's power of doing something. When we speak of the faculties of the soul, we do not mean to convey the idea that the soul is a complex thing made up of parts. It is a single entity, but able to perform many different acts.

5. The word *Psychology* has already been defined. There is another term, *Anthropology*, which it may be well to explain. The literal meaning of this word, derived from the Greek, is a discourse upon man. It signifies the science that treats of man as a whole, both mind and body. "It investigates man as a complex whole, as he is in temperament, race, sex and age; and as he is affected by climate, employment, or a more or less perfect civilization."

RICHARD EDWARDS.

READING.—II.

We may read silently or audibly: the primary object of the former is to obtain the thought of the author; of the latter, to convey that thought or emotion to the hearer. Of course, we "read to ourselves" a hundred times as much as we read aloud. Now, it is obvious to the most casual observer that only a small fraction of our pupils will ever receive a liberal education. They remain with us a few terms, obtain some knowledge of the rudiments, and then enter the busy field of life to toil for daily bread. Whatever addition they make to their literary attainments, will be made by "silent" reading. The busiest life furnishes leisure, if one has a thirst for knowledge. More than one eminent American has worked himself into the upper strata of culture with no schoolmaster to lift him over the hard places. Then we should make our pupils good "silent" readers. They should leave the common school, though they may never see the high school, with the habit of mastering what they attempt to read.

One may read with comparative readiness, and have little appreciation of the meaning of the text. Words may have been learned so that they are, in the main, correctly pronounced; the voice may have been made flexible and strong; the rendering, indeed, may be quite agreeable, and the pupil have no definite notion of the thought. I have seen very many instances of this kind. One thing had been attempted, and it had been well accomplished, but the pupils were *good readers* in no true sense.

On the other hand, one may have a very clear understanding of the meaning of the text, and still make very bad work in expressing it. Two-thirds of the clergymen who read their own manuscripts to their Sunday listeners, fail in correctly expressing most of the thoughts they have so industriously committed to paper. Enter any court room and hear the disciples of Blackstone instruct the jury. They are supposed to know what they are about, although it is often a mystery to the ordinary mind; and what amusing blunders in expression meet the ear!

So there must be physical training in order clearly to utter the words and sentences, sufficient mental training to understand the meaning, and a knowledge of the effect of various forms of expression, in order to convey clearly to the hearer what the author means. At another time the matter of expression will be discussed; for the present it is my purpose to speak of the second of the above points.

Open any First Reader published within the last decade, and what do you find? A picture of some object familiar to the little people. The first lesson consists of a collection of the names of these objects, or of a few

brief sentences referring to them. No publisher has the hardihood to return to the meaningless monosyllables of the primitive spelling book. Why? It is a universally conceded truth that the child should understand that the strange characters on the printed page are but the picture of an old acquaintance. Experience has proved that his progress is much more rapid if the words which he learns are familiar to the ear. His transition from the world of objects, in which he has hitherto lived, to the world of books, is thus a gradual transition. So the early books of the series are filled with such sentences as he utters at his games. He understands what they mean as well as if they were spoken by his mates. But he soon passes from the limited vocabulary of eight-year-olds into the larger vocabulary of the adult, and the greatest care is necessary in order that he shall keep up with his work. As new words are introduced, they should be made as significant as those with which he began. If this is neglected, we shall soon find him pronouncing with considerable facility, words that have no more meaning to him than Sanscrit. Interest in the exercise flags, and the utterance becomes unnatural. The second stage of the work then becomes as unphilosophical as the ancient "ba, bi, bo, bu" of the speller. While wonderful progress has been made in the earliest steps, the subsequent work, in too many schools, is as bad as ever.

It falls to my lot to examine many adults in reading. The vast majority have no adequate conception of the meaning of the simplest lessons in an ordinary fifth or sixth reader. The grossest blunders are made, but the unconscious pupil goes smilingly along in blissful ignorance of any error.

A young man of ordinary intelligence reads,

"Her *tooth* Tombea's Mary gave
To Norman, heir of Armandave."

A young lady thinks a "male-factor" is "a fellow that works in a factory."

When Mr. Beecher, in "My Property," says, "And there is a royal artist that rises every morning before I do and paints most gloriously in the heavens and upon the earth," a half dozen *men and women* think it is "God."

Mr. Pierpont's line,

"Will you look for greener graves?"

means that 'they didn't want to be buried where the ground was so badly torn up.'

Some of the mistakes are so supremely ridiculous that a brazen image would laugh. The Egyptian sphinx would have a countenance as broad as Santa Claus if it could sit in many a superintendent's office and hear some of the "explanations" that applicants for certificates make.

If the selections are highly imaginative, the beautiful pictures of the poet are a blank. Not long since a young man read Mr. Whittier's lines,

"In its pale fire, the village spire
Shows like the zodiac's spectral lance."

"What does that mean?" said the teacher. "The zodiac is an imaginary belt in the heavens, in the middle of which is the ecliptic," was the quick response. (He had been studying the dictionary.)

When pupils are told that they must master the meaning, one of the most common questions heard is "Where shall I find what it means?" So accustomed have they been to walk upon those debilitating crutches called "rules," that they seem quite unable to do any independent work, or come to any conclusions, unaided, by which they are willing to stand. What is the value of such an exercise?

The mastery of a lesson of any difficulty is an original investigation. The pupil must depend upon his own judgment for the correctness of his results. What training is more *practical* than that?

So, we should be *sure* that our pupils have a fair understanding of what they read, and the teacher should carefully examine each selection to ascertain for what it is best adapted. If it calls for an exercise of the imagination, see to it that the pictures are vividly drawn by the class. If the reasoning faculty has something to do, see that it is done. If an appeal is made to the sensibilities, be sure that the feelings are aroused, lest they become blunted, and do not respond to the delicate touches of pathos.

What effect will such training have upon the articulation? Other things being equal, the word that conveys an idea will receive more careful attention than the one that is nothing but a word. The broadest humor, the extremest terror, the deepest sadness, and the liveliest joy, will be read in the same tone, if not appreciated.

If we are seeking physical culture only, it will be most readily attained by an understanding of the text. All considerations unite in demanding that the text must be understood.

This part of the work is occasionally overdone. "Thought analysis" is sometimes carried to ridiculous extremes. It should be taken for granted that the pupil knows something. Lessons, of course, differ widely in respect to difficulty. No little discretion is needed in knowing where to draw the line.

Put no work where it is not needed, but seek the difficult places and there direct the energies.

LESSONS IN MANNERS AND MORALS.

If we felt the same responsibility for the manners and morals of our pupils that we do for their intellectual improvement, we should find ourselves devising means for a more perfect and harmonious development. It is true that we are advancing; physical training is beginning to receive a share of attention, but even this is given under protest, and only because it is proved to be an aid to intellectual progress. We fail to realize that physical culture is good in itself, and that with equal mental power the man with a fine physique is more of a man than his dwarfed and puny brother.

Many excuse themselves for neglecting the moral culture of their pupils on the ground that this is the work of the ministry, and that in schools representing different creeds no *one* may be taught without offense. True, nothing of religious doctrine should be taught; but this by no means excuses us from the obligation we are under to cultivate a love for truth and justice, to enforce the law of kindness, to secure habitual obedience to right and duty.

It is urged by some that this moral training takes time, and there is none to spare. Nothing was ever more ridiculous than this plea. Is there time enough for grammar, but none for honesty? time for mathematics, but not for truth? Shall we devote hours to geography, and grudge minutes to temperance? Shall we with scrupulous care insist upon exactness and elegance of speech, and neglect the thoughtful kindness which lends a charm to the homeliest phrase? Is there time to pore over battles and learn of kings, and none to waken admiration for the patient performance of daily duty, or aspiration after lives of exalted virtue? We could well forego something of scholarship for the blessings of patriotism and virtue. But we are called to no such sacrifice; intellectual progress is advanced instead of retarded by attention to moral culture.

Many are led to neglect all effort by the feeling of disgust with which they recollect the ponderous and prosy lectures by which their young ears were bored. Such teachings should, indeed, be avoided: and any attempt at stated periods for moral instruction will be very likely to degenerate into formality and cant; but if we are filled with a sense of the importance of the subject and of our responsibility, the fitting opportunity will not be wanting. When the young hearts are softened by some wave of emotion, or quickened to enthusiasm by some inspiring example, then drop the good seed in the fallow ground; a word, a thought, will thrill the soul and echo through the halls of memory while life endures. We have but to interpret Nature's

voice, to which the child is ever an eager listener, and we shall find "sermons in stones," lectures in flying clouds; the opening flower, the singing bird, the falling snow will teach lessons of beauty, love, and purity.

Success in all teaching depends much upon the personal character of the teacher, but this is especially true of lessons in morals and manners. Our lives will be a constant commentary upon our words, which the young eyes will be quick to read. We stand before our pupils for what we really are; no glozing, no deceit, is possible here. I know of no inducement so strong to purge our lives and make them clean, as the consciousness of the power which, if we are what we ought to be, we shall exert over the pupils in our charge. "I would as soon lie to the angel Gabriel as to her!" said a boy of his teacher; and the expression illustrates exactly the point I wish to make. If we govern our lives aright, and so govern our pupils as to gain their love and esteem, our influence is boundless.

The law of kindness must be not only on our tongues, but in our hearts, and this will be the basis of all our teaching of good manners. The quick sympathy of children is proverbial; and, if we seize upon this in early youth, and through its influence mould the life, the value of the habits of politeness thus formed will be inestimable.

Those who have not tried the experiment will be astonished to find how many of the most disagreeable and annoying faults of the school-room may be cured by the simple remark "It is not polite." The rules of good breeding should be constantly enforced not by long harangues, and certainly not by sharp reproof, but by the charm of their own loveliness. Children are not slow to see or to feel, and nothing is more quickly appreciated, or more universally envied, than the excellence of refined and cultivated manners. There is no point upon which children are more sensitive—so anxious not to be found wanting; a hint that such conduct is not polite, will reach many a boy on whom persuasion and penalty would have had no effect.

Care should be taken to avoid formal rules, which, however correct, seem to children rudely nurtured, frivolous and useless; but by judicious watchfulness—a word of approbation, a smile simply, or a look of surprise when the law of politeness has been violated—the tone of the school may be so raised and such a sentiment created that the roughest will be powerless to resist it. Every child will feel the unconscious criticism of his school-mates, and each will emulate the other in his efforts to excel. It should never be forgotten that the power of the teacher over such a school is very great, and we are under the most sacred obligation to use it with judgment and justice. Nothing can inflict a severer wound upon a proud boy than publicly to accuse him of being ill-bred.

The connection between morals and manners is closer than we think. The habit of deference in outward action to the rights and the feelings of others will assuredly have its influence upon character, and teach a higher regard for the golden rule. Profanity and vulgarity may often be more easily corrected on the ground that they are coarse and rude, than merely because they are wrong. There is a kind of charm about doing what is *wrong*, but none are emulous of being *low*. The habit of laughing at mistakes, so common and so hard to correct, I have never failed to break up by simply showing that it was not doing as we would be done by. Is it morals or manners that correct the fault?

Too much attention cannot be given to the school-room and its appointments; neatness and beauty beget refinement and gentleness. The influence of his surroundings upon the morals and manners of the child is incalculable, and I believe the motto, "I am accustomed to do what I undertake," on a certain school-room wall, did more to benefit the children gathered there, than a whole term of instruction. It had its history, and every child knew it, and many a time a single glance at that talisman would put hope and heart into the weary, discouraged toiler.

The power of poetry should never be overlooked by the teacher. What strength for a life of toil and endeavor, if at some moment when he was just despairing at the rugged way, there were breathed to him

"Oh, fear not in a world like this,
And thou shalt know ere long,
Know how sublime a thing it is
To suffer and be strong."

In no way may pure thoughts and noble aspirations be more readily brought home to the heart than through the medium of song. Our literature is full of ennobling thoughts, expressed in language so sweet and simple that the veriest child can comprehend it, and such poems early implanted in the memory cannot but keep the soul from sin. "Fill the measure full of wheat and there will be no room for chaff," I heard a mother quote as her reason for teaching her child a beautiful poem; and any teacher who will make the experiment will receive for his labor "an exceeding great reward."

Music is a potent charm to drive away evil spirits. I remember in my childhood, when we became pettish and quarrelsome, our mother would call on us for a song, and by the time it was over the clouds would be dispelled and sunshine return again. Many a rock of offence in the school-room may by this simple means be avoided, and not only a weary, restless hour be charmed away, but the moral tone of the school raised because the right spirit instead of the wrong has prevailed.

If we would exert an influence over our pupils, we must uphold a healthy,

hearty morality, not the sickly sentimentalism which is so often called by that name, and which finds its fitting representation in what John Fiske calls "short-coffin books" "all about some little John or Jane who was very good and died when five years old." This kind of teaching will have little effect upon healthy American boys of to-day, and to those whom it does influence it will do harm instead of good. It encourages the kind of morbid milk-and-water conscientiousness often seen in sickly girls, and too often commended as superior virtue, while in reality it is only an unhealthy longing after approbation. True morality does not parade itself, is not always "afraid it has done wrong;" it is frank, hearty, open, earnest. Give a boy morals of the *manly* sort and he will cleave to them. I heard a teacher not long ago applaud a lad who, after trying in vain to prevent a fellow larger than himself from teasing and tormenting a little boy, having stood it as long as he could, at last rolled up his sleeves and gave the bully the drubbing he deserved; and I felt that when that teacher condemned fighting it would not be without effect.

Let the child feel that morality means strength and self-control, courage to defend the weak and to stand alone for right, unflinching devotion, stainless honor, transparent truth. We must not seek to keep him always in leading strings, to lay down absolute rules for his conduct under all circumstances; the proud child will be restive under such restraint; but we should rather train him to clear conceptions of right and wrong, to the habit of obedience to duty; we should rather set before him high standards, and give him the benefit of right examples, and then let him "work out his own salvation."

I cannot here forbear saying that I believe many children have been driven into wrong courses by the over anxiety and injudicious severity of parents and teachers. Keep the child close to you in sympathy, let him not feel afraid to tell you when he has done wrong; be always ready to encourage, but not too prompt to condemn; and though he may not always do as you would have wished, you may be sure that with such a hold upon him he will not go far astray; and it is better that he should sometimes err, depending on himself, than go tamely on in the right path, leaning always upon the opinions and judgment of others.

The whole secret of success lies in this sympathy with the child. We must look at his motives, his actions, his temptations from his stand-point,—see him as he sees himself. We shall find crude ideas, bad habits, turbulent passions; but underlying all, if our love has really laid bare the heart, we shall not fail to find a *desire* to be good and true. Upon this we must build, trusting to it, never doubting it.

If there is one sure rule to win a bad boy to virtue it is this, "Have faith in him, and *keep* your faith"—not the blind credulity that overlooks all faults, but that loving confidence which sees behind the outward act and is ready to respond "even till seventy times seven" to every genuine effort to do right. We must give him time, wait for his bad habits to yield, rejoice with him over each victory, and be ready with our word of encouragement at each defeat. Many a child has given up the struggle in despair because there was no one to see that though he failed he yet had *tried*. A harsh reproof falling on such a soul is like a blighting frost in spring-time.

It is hard oftentimes to be patient and to hope on, but then reward and encouragement come where we had least looked for cheer. "It was because I knew you expected me to do it," said a boy whose repeated failures had often tempted to give him up entirely; and now his face was all radiant with the hard-won victory over himself, which was to give me also strength for the future, and with tears of joy I then resolved that I would never, never despair.

This work is not an easy one, and we may, if we choose, neglect it and go on content, teaching our "Reading and 'Riting and 'Rithmetic," but we should at least *know* what we do, *feel* what opportunities for good we are flinging from us, and we should remember also that

"—No one can do our work
That we shall leave undone."

—*Pa. School Journal.*

ADVICE TO BEGINNERS.—IV

Look at a skillful shoemaker pegging a boot, if you wish to see how a mechanic can economize time. Let him do the work as you or I in our inexperience would attempt to do it, and he would not accomplish half as much in a given time. His right hand, while it holds the hammer that makes the stroke upon a peg already in position to receive it, carries between his fore finger and thumb another peg from his mouth, to be placed in position for the next stroke. While this is doing, the left hand, holding the awl, finds time with its thumb and finger to carry a peg from the box to his mouth.

In short, by having an ingenious plan for the movements in his work, and by having a time for each movement, and each in its time, he is enabled to accomplish much more than he otherwise could do.

Thus it is with you as a teacher. You have much work to do. Your time is very valuable. You ought to economize it. To do this you should adopt the best plan for your work; one by which you and your pupils can

make the most of your time This plan, when applied to the work of the school-room, is called a programme, and generally the arrangement is principally for the recitations of pupils; but little attention being given to the pupils' study while preparing for their recitations. Success in life depends upon work, and the amount of good work one can do depends very much upon his system or plan of work. The best time in life to form the habit of systematic work is in youth and this should be considered by the teacher in the arrangement of his programme for school work.

No one programme can be arranged to meet the requirements of all schools, but the average needs of a country or mixed school can be quite nearly anticipated.

A programme for such a school I now give you, which you can follow as closely as you think it is of worth, and adapted to the needs of the school you will teach.

It will be well for you to preserve it for reference when considering the courses of study and methods of teaching which I shall give you.

PROGRAMME.

FORENOON,

TIME.	MINUTES.	GRADES.	RECITATIONS.	STUDIES.
9:00 to 9:10	10		Opening Exercises.	
9:10 to 9:30	20	1	Reading.	<ul style="list-style-type: none"> { 2. Writing Adv'ce Reading Lesson { 3. Geography. { 4. Geography or History.
9:30 to 9:50	20	2	Reading.	<ul style="list-style-type: none"> { 1. Printing. { 3. Geography. { 4. Geography or History.
9:50 to 10:10	20	3	Geography.	<ul style="list-style-type: none"> { 1. Numbers. { 2. Numbers. { 4. Map D'wing, (Geog'phy or Hist)
10:10 to 10:30	20	4	Geography or History.	<ul style="list-style-type: none"> { 1. Numbers. { 2. Numbers. { 3. Map Drawing.
10:30 to 10:45	15		RECESS.	
10:45 to 11:00	15	1	Numbers.	<ul style="list-style-type: none"> { 2. Numbers. { 3. Adv'ce R'ding Les Using Dic'ry { 4. Grammar.
11:00 to 11:15	15	2	Numbers.	<ul style="list-style-type: none"> { 1. Drawing. { 3. Gram. from Adv'ce Reading Les { 4. Grammar.
11:15 to 11:30	15	3	Reading and Oral Grammar.	<ul style="list-style-type: none"> { 1. Reading. (Review Lesson.) { 2. Drawing. { 4. Grammar.
11:30 to 11:45	15	4	Grammar.	<ul style="list-style-type: none"> { 1. Writing Adv'ce Reading Lesson { 2. Reading. (Review Lesson.) { 3. Arithmetic.
11:45 to 12:00	15	1, 2, 3, 4,	Writing, Drawing or Music.	

AFTERNOON.

TIME.	MINUTES.	GRADES.	RECITATIONS.	STUDIES.
1:00 to 1:05	5		Singing.	
1:05 to 1:25	20	1	Reading.	{ 2. Writing Adv'ce Reading Lesson 3. Arithmetic. 4. Arithmetic.
1:25 to 1:45	20	2	Reading.	{ 1. Numbers. 3. Arithmetic. 4. Arithmetic.
1:45 to 2:05	20	3	Arithmetic.	{ 1. Review Spelling. 2. Numbers. 4. Arithmetic.
2:05 to 2:25	20	4	Arithmetic.	{ 1. Writing Language Lesson. 2. Language. 3. Dic. Work & Assig'd Spell'g Les.
2:25 to 2:40	15		RECESS.	
2:40 to 2:55	15	1	Spelling, Language & Objects.	{ 2. Writing Spelling Lesson. 3. Reading, (Review Lesson.) 4. Natural Sciences & Physiology.
2:55 to 3:10	15	2	Spelling, Language & Objects.	{ 1. Drawing. 3. Writing Adv'ce Reading Lesson 4. Reading, (Review Lesson.)
3:10 to 3:25	15	3	Reading and Spelling.	{ 1. Reading, (Review Lesson.) 2. Drawing. 4. Reading, (Advance Lesson.)
3:25 to 3:45	20	4	Reading.	{ 1. Writing Adv'ce Reading Lesson 2. Reading, (Review Lesson.) 3. Assigned Work in Natural Sciences and Physiology.
3:45 to 4:00	15	1, 2, 3, 4.	Natural Science & Physiology.	

You will notice that the school is divided into four grades, numbered 1, 2, 3 and 4. The pupils of grade one use the First Reader, of grade two the Second Reader, and so on. While the pupils of any one grade are reciting, the others are performing certain assigned work, and the work is arranged to precede immediately the recitation on the same subject.

The small pupils of mixed schools generally remain during the whole of the forenoon and afternoon sessions, and this programme is arranged for the employment of their full time. Undoubtedly it would be better for such pupils not to be required to remain in school as long as larger pupils are accustomed to stay. When the weather is pleasant they can be allowed to play upon the school-grounds during part of the school-session, or, what is better, when circumstances will permit and parents consent, they can be dismissed to go to their respective homes before the close of the session of the school.

But every pupil while in school should be kept busy. The work may not be tiresome, but it must needs be to secure good order in the school.

Now strive to answer satisfactorily to yourself the following questions:

1. What are the advantages of a programme of daily recitations and studies?

2. Upon what principles should the formation of a programme be based ?
3. For what reasons should a programme be closely followed ?
4. Does the school law fix the number of hours per day that schools shall be kept in session ?
5. What special provision is made in the school law of Illinois concerning children under twelve years of age ?
6. Can directors require teachers to observe unusual hours, such as from six to nine o'clock, a. m., and from four to seven o'clock, p. m. ?
7. Can a teacher observe such unusual hours contrary to the will of his directors ?
8. When there is a difference of opinion as to the programme, between the board of directors and teacher, who has the controlling power ?
9. Can a teacher legally require certain lessons to be learned by his pupils at their homes, outside of the fixed school hours ?
10. Can a teacher legally detain a pupil after dismissal of school, and oblige him to study a lesson not learned in school time ?

E. L. WELLS.

EXPENSIVE COLLEGES.

It is undeniably true that, in considering to what college he will go, many a young man is now compelled to omit from the list several very eminent and most excellent institutions, on the ground of expense alone. Young men of scanty means are either excluded outright, from these colleges, because unable to pay the bills, or if they venture to enter, they are subjected to the torture of a silent but no less cutting ostracism, for no other reason than their inability to spend money as freely as others, or the necessity of practising a rigid economy. And so it has come to pass that this pre-eminently desirable class of students has been, to an unfortunate extent, eliminated from the rolls of these institutions.

College expenses may become practically prohibitive to this class of young men, without any formal action of the authorities, or any change in the fees and term-bills. Extravagant social customs may be allowed to grow up among the students; class and society usages may impose their unwritten but imperative burdens upon the members; costly peculiarities of dress, and other personal habits and accessories, may assume the form of social laws, not to be evaded or infringed; other elegant and expensive usages and practices may gradually creep in, and become the settled order of college life. True, all these things are wholly outside of college requirements, and, in a

sense, matters of class or individual option. But we all know how mandatory and even despotic social customs may become, especially in college communities, in some respects the most unique and peculiar in the world. So intensely true is this, that in some institutions it would scarcely require greater temerity, or involve more serious personal consequences, for a student to defy a written college law, than one of those unwritten but most exacting class of college customs. If these tendencies to lavish expenditure of money are not earnestly discountenanced, instead of being not seldom tacitly encouraged; and especially if there be that in the tone and spirit, the air and bearing, of the college *regime* itself, which affords a color of approval—then, not if such costly usages were enjoined by the college ordinances, would the sons of the indigent be more effectually excluded from those institutions.

Such facts and tendencies cannot be too profoundly regretted or too earnestly deprecated. They are contrary to the genius and intent of the American college. They foster notions and practices at war with the spirit and traditions of our venerated college fathers, and with the simplicity of our republican ideas. They divert the thoughts from college work and duties to an injurious extent. They foster habits of no benefit to any and to some exceedingly pernicious. But, more than all, they effectually shut out and turn back hundreds of young men who would gladly enter college, but who *cannot* spend so much money, and *will not* submit to the inevitable consequences of non-compliance with established college customs.

I cannot easily express my sense of the magnitude of this evil. It is deplorable in every aspect—in itself and in its effects. While colleges are for all, without distinction, and all are equally welcome: and while the priceless boon of a true culture is intrinsically the same to rich and poor, there is a sense in which a liberal education is the especial hope and refuge of the indigent. It more than compensates their lack of the gifts of fortune. It breaks down otherwise insurmountable barriers. It builds for them a highway. It opens to them glad visions of usefulness and honor. It helps to equalize their chances in the race and battle of life. It reduplicates their resources. It lifts them to higher planes of life, to Pisgah-tops, whence they may look over into the promised land. It not only multiplies the avenues by which they may achieve success and honor, but, which is far better, opens their eyes to the nature and conditions of a truly worthy and successful life. All this it does, of course, just the same, for the sons of the opulent and the more favored of fortune. But while to the latter, the college course but adds to advantages already possessed, to the former, viewing the case from the personal and material side, it is the *sine qua non*.

College halls should be accessible to these young men; college customs

should not repel them ; college practices should not deter them ; lavish expenditures should not keep them away ; exclusiveness should not warn them off ; aristocratic notions should not intimidate them ; the atmosphere of the place should not chill them. By the simple, quiet, unostentatious and inexpensive habits and manners of all connected with the institution ; by the modest, cheerful and wholesome tone of the whole college *regime* ; by the manifest supremacy, in all things, of the true intent and spirit of college life and work, and the subordination of all else—by these means, and others of like nature, so accordant with all the purposes and traditions of Christian colleges in this plain, republican country, the gifted sons of the indigent should be *drawn* to us, by an irresistible attraction, and made contented and happy when they come and while they stay.—*Newton Bateman.*

OFFICIAL.

BETHALTO, ILL., Oct. 12th, 1875.

Supt. Public Instruction :—

Please answer the following query through the columns of the SCHOOL-MASTER :

“Have School Boards any legal right to grant the authority to teachers of controlling pupils on their way to and from school ?”

B. F. S.

A school board cannot delegate authority they do not themselves possess. The control of pupils by the board is conterminous with the boundaries of the school property ; beyond these they are amenable to the police regulations of the locality, the same as if they were not school children.

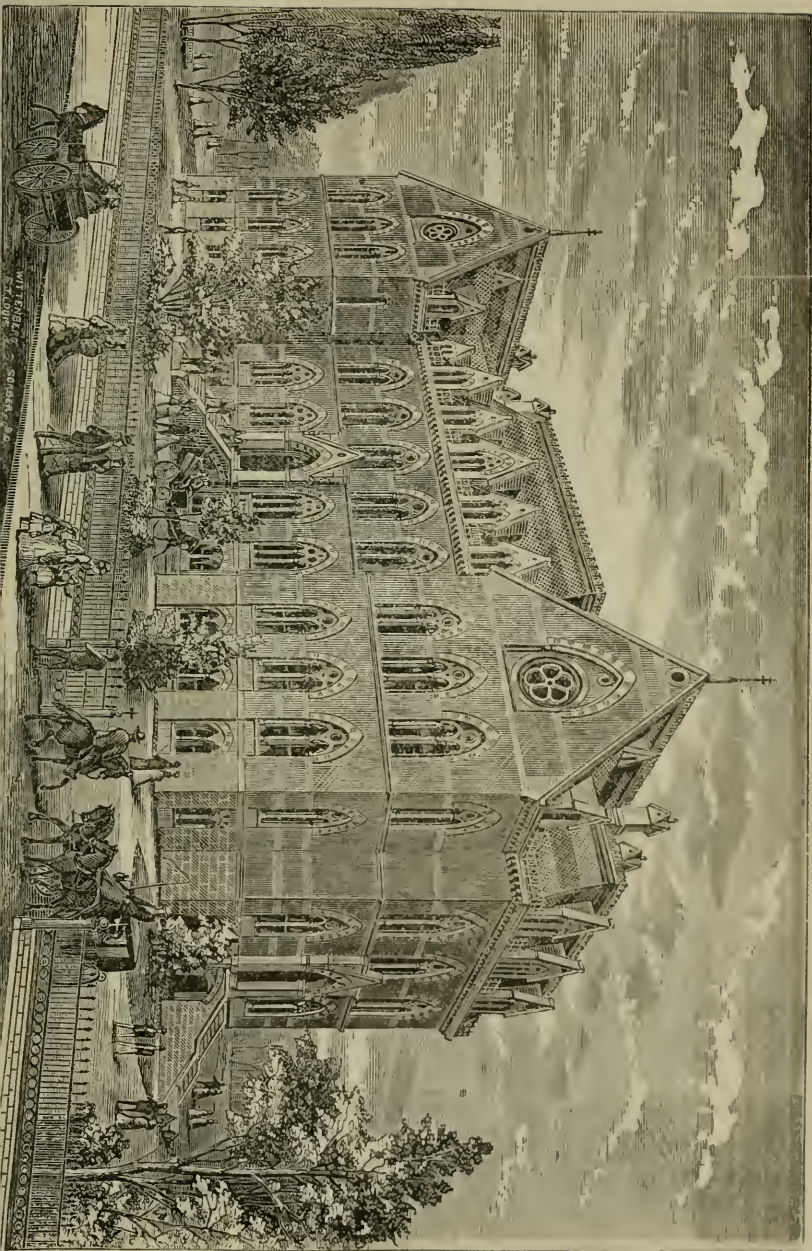
S. M. ETTER, Supt. Pub. Inst.

DIVISION OF FRACTIONS.

$\frac{1}{2}$ is contained in 1 how many times ? Ask and answer the same question in respect to $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{7}$, $\frac{1}{9}$, &c. $\frac{2}{3}$ are how many times $\frac{1}{3}$? Then $\frac{2}{3}$ must be contained in one what part as many times as $\frac{1}{3}$? Express $\frac{1}{2}$ of 3 in the form of a simple fraction. What is it ? What then is the quotient of $1 \div \frac{3}{4}$? of $1 \div \frac{2}{5}$? of $1 \div \frac{4}{7}$? of $1 \div \frac{7}{9}$? &c. The “inverted” divisor expresses the quotient of one divided by that divisor.

Dividing the dividend produces what effect upon the quotient ? If $1 \div \frac{2}{3} = \frac{3}{2}$, the quotient will be what part as large if the dividend is $\frac{1}{2}$ as large ? $\frac{1}{4}$ as large ? $\frac{3}{4}$ as large ? $\frac{5}{9}$ as large ? Now divide $\frac{3}{4}$ by $\frac{7}{9}$ and explain, carefully, each step as suggested above.

If the foregoing is understood, is it worth while to learn a *rule* for division of fractions ?



THE SOUTHERN ILLINOIS NORMAL UNIVERSITY.

The Southern Illinois Normal University, a picture of which appears in this number, was chartered by the General Assembly of Illinois, by an act approved April 29th, 1869. It was located in Carbondale, Jackson County, during the autumn of that year, and the foundation was begun early in 1870. On the 17th of May, 1870, the corner stone was laid by the Grand Lodge of the Ancient Free and Accepted Masons of Illinois, with very imposing ceremonies. Addresses were made by Dr. Edwards and Dr. Allyn, each now at the head of one of the Normal Schools of the State. After various vicissitudes in building, and many delays, the building was dedicated July 1, 1874, and the same two gentlemen made addresses, in connection with the Governor of the State, his Excellency John L. Beveridge, and Dr. Fowler, of the Northwestern University, near Chicago. On July 2d, 1874, it was opened for students, and a Normal Institute begun. On the 7th day of September of that year, the first regular session commenced with 117 students, and the number increased from week to week, and by terms, till in May there were enrolled 283 students in all the departments. The total entered during the year was 403, a degree of success which seems fully to justify the wisdom of the people of the State in establishing it, in what so many have called, an extreme southern location. The present term has already entered 210 students, and will undoubtedly see 250 before its close, as many are detained at home on account of the autumnal sickness so uncommonly prevalent in the whole Western country.

A description of the building has not yet been widely published, and we are happy to present one here. We wish we had plans of the several floors to print as an accompaniment of the word-picture which we attempt, but we are unable to give them.

The building is in the form of a parallelogram for the main part, with a smaller parallelogram at each end, running at right angles to the main one. The first is 105ft. by 80, the others each 55 by 110, projecting 10 feet in front and 15 feet in the rear of the main one. The centers of these parts project North and South each 2 feet. It has a basement 14 feet high in the clear, two stories, one 18 and the other 22 feet, and a Mansard story finished 19 feet. Its internal arrangement is admirable, and may best be described by beginning with the ample halls running the whole length and width of the building. One of these runs through the center, 14 feet in width from north to south, and is crossed by two others at the ends of the main part running east and west. From the front door on the east in the center of the main

part, is another hall of the same width going to the main one. Four ample and easy stairways ascend from the bottom to the top of the building. These are located in the end projections at their inner intersection with the center parallelogram. Beginning with the basement, each corner is occupied by a large room 45 by 36, having an adjoining small room in the north and south projections 20 by 10 feet. These rooms are designed respectively for janitor's quarters, for chemical laboratory, for dissecting room, and for lunch room; and the four small ones are for teachers' quarters and for apparatus and stores. The center part is occupied by four rooms, each 45 by 32, which are designed for class-rooms or for physical exercise. In the basement, also, are eight large furnaces, put in by the Pioneer Heating Company, of Leavenworth, Kansas; and if any company in the land can do a worse job, both in contriving and putting in, heating machines for a public building, the authorities of the Southern Normal would be glad to hear of it. They smoke, and throw dust, and draw off hot air, and send in cold winds, and behave in general as they seem planned to do—to make a speedy necessity for some other rival company to pull them out and insert better ones. The trustees would have done this long ago, but for the one fact that the General Assembly has made it impossible to contract a debt for that purpose. So the furnaces remain, a standing advertisement of the incompetency or dishonesty of the company which erected them.

The arrangement of the first main floor is exactly the same as the basement, except that attached to each of the corner rooms are two cloak closets, and to the center rooms one large one; all supplied with water and wash basins. These corner rooms, and their adjacent cozy boudoirs, are occupied by Professors Parkinson, Hillman, Hull, and Miss Buck. Opposite the front door is a parlor, or reception room, 16 by 30, handsomely furnished for the use of guests. The upper story has in the northeast corner two elegant rooms for the Principal: one, 16 by 24, a private room, and one 20 by 34, a public office. In the northeast corner are two other rooms, one for a study-room to seat 36 students, and the other for recitations. The southwest corner is like this; while in the southeast is one room for study and a small room for a teacher, like the corners below. In the center, or main part of this story, is the magnificent Normal Hall, 101 by 76 feet, and 22 feet high. It is arranged to seat 504 students in single seats, and it may be safely said that no better contrived or more elegantly finished, or better furnished, room for its purpose, has been seen in the country. In the Mansard story, in the main or center, is the large Lecture Hall, 97 by 68 feet and 19 feet high, seated to accommodate 1,200 persons, and which can easily seat 1,500. In the northeast and southeast corners are the large rooms for Library

and Museum, which have already respectable collections of books and specimens. In the southwest and northwest are two other rooms designed for, and occupied by, the two literary societies of the University.

From the roof of the building, there is a broad view of the country around, and the bluffs on the western bank of the Mississippi are in plain sight; while to the north and east are the fertile prairies of Jackson, Perry and Williamson counties, and on the south, the romantic hills and dales of the wonderful fruit region of Southern Illinois. This is as varied and interesting, and, when it has become more fully cultivated, will be as beautiful a prospect as the whole country can show. So we may say that the Southern Normal, for building, situation and arrangements cannot be excelled and will not often be equaled. May it have an immortal life and more than mortal vigor.

SPELLING.

Mark Twain says that he must have little genius who can't spell a word in more than one way. If peculiar spelling is an indication of the presence of the "divine afflatus," then we must be supplied with a host who are waiting for an appreciative age in the world of letters.

Try any ordinary institute on the name of the second month, and you will capture from two to ten per cent. Names of days of the week, and of States of the Union, will prove equally fatal to a considerable fraction of the remainder. Words in common use will be missed in most ridiculous ways. What is the matter? Spelling is a matter of memory. There are a few rules that assist, but they are limited in their application. The words must be *learned*, and that can be accomplished in no way but by patient, continuous drill.

Every exercise must be a spelling exercise. No child is prepared to leave the First Reader until he can readily spell any word between its covers. Terms in Arithmetic and Grammar, names in Geography and History, —in fact in every study, the inevitable *spell, spell*, should be insisted upon. In too many schools, the work is remanded to the last few minutes of a session. The pupils stand in a row, and each one has an opportunity of attempting only three or four words, when he should spell fifty.

And isn't it about time that the old habit of pronouncing the syllables should be broken? I-m, im, m-a, ma, imma, t-e te, immate, r-i, ri, (too often pronounced as if it were *wry*), immateri, a-l, al, immaterial, i, immateriali, t-y, ty, immateriality. Why not i-m-m-a-t-e-r-i-a-l-i-t-y, simply naming

the letters? It is better to spell three words, than to spell and pronounce the syllables of one.

It is urged that we should teach our pupils to be accurate. Well, doesn't the naming of the letters give field enough for that drill, especially since we *must learn the words*, and can spell twice or three times as many if the pronunciation is omitted?

But we spell only when we write, hence much of the drill should be in that way. The pupil should become so familiar with the form that a misspelled word is seen at a glance, although he may not be able to tell at once what the exact trouble is; it has a strange look, and the eye notes it in an instant. Sometimes persons who are excellent oral spellers make blunders in writing, because the *appearance* of the written word has not been made thoroughly familiar.

It is painfully true that in hundreds of schools, such an exercise as written spelling is unknown. The graduates of district schools present themselves at the doors of normal schools, academies and high schools, and miss three out of ten common English words in their examinations.

The spelling mania of last winter excited a little interest in the towns and cities, and was a God-send to many an organ-fund committee or library association, but that was about the extent of the good accomplished. Every teacher should have spelling "on the brain." I never heard of a case where it was overdone. I do remember a distinguished individual who attempted to spell twelve easy words, and supposing they were correct, though all were missed, triumphantly attempted "buncombe" at the close, and missed it.

Moral,—

Spell, spell, spell, spell,
Spell, spell, spell, spell.

DR. SEWALL'S PAPER.

To the sentiments of Prof. Sewall's paper on Geography, in your last number, I want to give here a hearty AMEN. I have been pretty thoroughly convinced for some years that the energies, time and opportunities of pupils are wasted in this interminable geography outside of history. One year's judicious study of history (geography in connection with it), is worth more to the mind of the pupil than a life-time spent in learning the location of places of whose history he knows nothing. Suppose one locates all the Alexandrias ever founded by the "Conqueror of the World," and does not know how they came there, or what fate befell their founder, how long will the knowledge be retained? or, if retained for any time, how much culture has he acquired? If the

main object be to cultivate the attention and the memory, the pupil may be set to counting the trees in the forest, and giving them long-winded locations. For instance: "Birch-tree No. 375 is situated between Hickory-tree No 324 and Oak-tree 249, lies a little west of Limestone rock No. 27, south of Clay-hill No. 34, and may be seen on the route from Nicholas Black's to Blackburn's mills." Or, to save expense, an old geography on whose maps the flies have rested, may be used. There will be a great number of black specks to locate. This buying three or four books to give pupils exercise in finding black spots on green, red, or blue papers, is no trifling matter. But seriously, too much time is wasted, not only in our public schools, but in our normal schools and academies, with this meaningless geography. I should be glad to-day, if the teachers who wasted a year's time for me in the study of geography, had, instead, taught me chemistry, natural philosophy, or history.

Let us not ignore geography, but let us have our geography and history linked together. Let us not have our classes reciting the history of the United States and the geography of Africa; or the history of England and the geography of Illinois. C.

STATE EXAMINATIONS.

THEORY AND ART, OR DIDACTICS.

1. What is the object of a recitation?
2. How may natural objects be used in the early education of children?
3. How much time should be given to general exercises?
4. What is your idea of the propriety of detaining pupils, who are deficient at recitation, for study after school hours?
5. What, in your judgment, is the best kind of government for a school?
6. What are the faculties of the mind? What faculties are first developed in children?
7. To what extent do you consider the system of marking deportment and recitations desirable?
8. Do you consider corporal punishment necessary for the management of a school?
9. To what extent should text-books be used in recitations by teachers and pupil.
10. Do you consider it proper for the teacher to engage in the sports of his pupils, and to what extent?

GEOGRAPHY.

1. Between what parallels of latitude are the United States of America situated? Between what meridians west from Greenwich?
2. What use would you make of a globe in teaching Geography to primary classes?—to advanced classes?
3. What point in the United States is farthest North? What is its latitude?
4. Were a line extended through the Earth on the Equatorial diameter, and the same line extended through the Earth on the Polar diameter, how far would it project, and what part of the Earth's mean diameter would the projection represent?
5. Explain the meaning of the following statement: The Earth's axis is declined $23\frac{1}{2}^{\circ}$ from a perpendicular to its orbit.
6. What is the width, in miles, of each of the Zones? Give the reason for the location of the tropic and polar circles.
7. Name and give the height, in feet, of the highest mountain in North America, South America, Europe, Asia, Africa.
8. What is the latitude and what is the longitude from Washington, of the place where you are writing? What important city of Europe is on or about the same latitude?
9. Name and locate five of the largest rivers in the world; ten of the largest cities; five of the largest seas in and around Europe.
10. What is the length of Illinois? What its greatest breadth? What are the mineral and agricultural products of the State?

GRAMMAR.

1. Name the general divisions of Grammar. Define the same.
2. Give the Etymology and definition of the word, Grammar.
3. Analyze the following sentence, and parse the words in italics:
"What if this cursed hand were thicker than itself with brother's blood?"
4. Give the principal parts, and the second person, plural, future, indicative, of the following: rule: lie, think, sit, dive, lay, set.
5. What is the construction of *what* and *that* in the following?

"I know *what's what* and *that's as high*,
 As metaphysic wit can fly."

6. What is meant by *simple*, *complex* and *compound* elements as used in analysis? Analyze the following:

"A fearless shape of brave device,
 Our vessel drives through mist and rain,
 Between the floating fleets of ice,
 The navies of the Northern Main."

7. Punctuate, capitalize and arrange in a stanza, the following: we are two travelers roger and I rogers my dog come here you seamp jump for the gentleman mind your eye over the table look out for the lamp.

8. What is a simile, metaphor, a figure of speech, poetic license?

9. What is the office of a pronoun? Could pronouns be dispensed with, in a language? Name the classes into which pronouns are divided.

10. Name the kinds of poetic feet in the following stanza—mark the scanning, and divide into feet:

Know ye the land where the cypress and myrtle
Are emblems of deeds that are done in their clime,
Where the rage of the vulture, the love of the turtle
Now melt into sorrow, now madden to crime.

EDITORS' DEPARTMENT.

We happened to be in Chicago on the 9th of October,—the fourth anniversary of the great fire. But little was done in a public way to celebrate the occasion; but memory was busy with those who were there four years ago, and frequent mention of the fire was made in conversation. Everyone who walks the streets to-day must acknowledge that, on the whole, the city presents a finer appearance than it did before it was burned; the area of business is much enlarged; and although some of the old ruins are to be seen here and there, yet there are more and better buildings in the burned district than there were before. Madison and State streets and Fifth Avenue are among the streets that show the most improvement.

Our business was mostly with the book-stores and the book-agencies, and here we found everybody busy and cheerful. All reported business *as good in the book-trade*. HADLEY BROS. & Co., at 63 Washington St., have now one of the largest and best appointed book-stores in Chicago, or in the whole north-west; principals and subordinates were busy; and both whole-sale and retail departments appear to be very flourishing. At JANSEN, McCLURG, & Co.'s an equally busy scene was witnessed; and all the book-agents report a large sale of school-books this fall. With the present arrangements between publishers and book-sellers, it would seem that this large trade must yield a very profitable harvest. Some means, however, should be devised to make school-books cost less to those who use them; might not this be done, and still leave a margin for a large profit? New text-books are making their appearance almost every day. Readers, Geographies, Arithmetics, and Language Lessons are the most numerous. These new books generally present a very fine appearance as respects paper, print, binding and illustrations. Surely, the books, nowadays in the "whining school-boy's" satchel, will compare favorably in appearance with those in the best private libraries.

Some recent acts of the Chicago School Board are exciting much comment in the newspapers and elsewhere. The salaries of several of the teachers have been reduced; the result, doubtless, will be that the city will lose some of its best teachers, at least, as soon as general business shall improve a little. The principals of the schools are now required to reside within the city limits. It is claimed that there are some reasons for such a requirement, but to the editorial mind they do not seem very weighty. Why not now compel them to vote for the dominant party? or, to wear square-toed boots, for the matter of that? But the thing that has made the most stir is the vote of the board forbidding the reading of the Bible and the use of the Lord's Prayer in school. Many of the newspapers speak approvingly of this action, and several of the clergymen have commended it in sermons; while, on the other hand, many of the best citizens are seriously disturbed by it. We have long maintained that this matter should be left entirely in the hands of the local authorities. Hence, if this action is consonant with the wishes of a majority of the citizens, the minority should acquiesce without a murmur; if this action is not thus accordant, let there be such an expression at the ballot-box as shall reverse it. Meanwhile, if any parent feels that the schools, by this vote, become unfit places for his children, his only reasonable remedy is to remove them to some private school where the religious instruction and exercises are such as please him.

Of course, it is generally understood that this question of the use of the Bible in school is only a subordinate phase of the greater question, whether there shall be any *public* schools? But, we very much doubt if the decision of this subordinate question, one way or the other, will have any great influence in the decision of the main question. We are quite sure, if those who believe in the use of the Bible in school sacrifice their convictions as a compromise or a peace-offering, they will soon awake to the consciousness of a grievous mistake; they will not conciliate their foes in this way, for their foes will not be conciliated with anything short of complete victory; they will take no weapon out of their hands by this course, but they rather furnish them with a new one. For ourselves, we fully believe in the benefits of the use of the Bible in schools; we believe thus because of our estimate of the Bible itself, because of our experience as a child in the public schools, because of a much longer experience as a teacher in the public schools, and because of testimony furnished by careful observation and by the witness of others. Yet, thoroughly as we believe what we have just written, we do not think the use of the Bible *necessary* to the usefulness of the schools; that is, we believe they may serve an excellent purpose—perhaps their *main* purpose—without its general use. Further, we believe that the use of the Bible may, in some cases, be an injury rather than a help: it must be so, when it is read without interest on the part of teacher or pupils, simply because such an exercise is required by the school board. Perfunctory piety in any form is poor stuff. With these views, we are always sorry to see the Bible excluded from the schools, or forced into them, by any legislation. The matter should be left in the hands of the local authorities; and, if we could have our way, we would have each principal at perfect liberty to use it or not, according to his own faith and conscience.

In discussing the question of the Bible in the schools of Chicago, some of the papers have made assertions that are both false and foolish. In an editorial in one of the most prominent journals of the city, we find such expressions as the following: "The reading of the Bible without note, comment or explanation, is a meaningless and incomprehensible exercise for children." "The scriptures, if not interpreted, have no significance to the child of average school age." There is much more of the same sort: in fact, these statements embody the staple idea of the whole editorial. Now, the man who wrote thus, if honest, is either ignorant of the Bible or he has no conception of the capacity of children of "the average school age." His doctrine is not protestantism; it is the fundamental doctrine of all priestly, churchly dogmatism; it lies at the root of all hierarchical interference with the religious opinions of men. Grant it, and carry it out to its logical sequence, and Pius Ninth could ask no better justification of all his reactionary utterances; its inevitable result must be a war of sects, and a forcible imposition of the dogmas of the strongest party upon all the rest, at once follows from it. The burning of the body for the salvation of the soul is its legitimate offspring.

Some recent events cannot be regarded as encouraging to the opponents of our school system. We alluded to some of these last month; the vote on the new constitution in New Jersey may be regarded as a direct rebuke to those who did their utmost to prevent the adoption of the article prohibiting any sectarian division of the school fund. The result of the late election in Ohio is another testimony to the determination of the people to say, "Hands off," to all who would destroy the cherished foundation of intelligent liberty. We can well understand why "prolonged applause" greeted Senator Oglesby as he closed his recent speech at Cincinnati, in these words: "I leave my best wishes with you; and whatever else comes of it in the future, whatever may be our fate hereafter, let me say this to you as my parting word: Whatever else shall fail, *be sure that school keeps.*"

And now comes President Grant; and, in his longest speech, a speech carefully prepared, he sees fit to close as follows:

Let us encourage free schools and resolve that not one dollar of money appropriated to their support shall be appropriated to the support of any sectarian school; resolve that neither the State nor the nation, nor both combined, shall support institutions of learning other than those sufficient to afford to every child growing up in the land, the opportunity of a good common-school education, unmixed with sectarian, pagan, or atheistical. Leave the matter of religion to the family altar, the church, and the private school supported entirely by private contributions, and keep the Church and the State forever separate. With these safeguards I believe the battles which created the Army of the Tennessee will not have been fought in vain.

He may be mistaken in his estimate of the propriety of State or nation supporting *higher* institutions of learning; but that, in the main, the above utterance expresses the fixed determination of the American people, we have no doubt.

Before leaving the subject on which we have written so much, we wish to add one thing more. The warfare against our schools, like the warfare against the observance of the Sabbath, and that against the individual right of every laborer to sell his labor when and how he pleases, is begun and carried forward by aliens, or at least by persons of foreign birth, aided occa-

sionally, it must be confessed, by native demagogues. Now, is it not a pertinent question whether native-born citizens have not some rights that foreigners are bound to respect? and which they shall be compelled to respect? Our fathers were not fools, they were not knaves; they have left us an inheritance for which they suffered expatriation, and paid in blood and treasure. We say to all foreigners "Come, if you choose, and partake fully and freely of our rich inheritance." But, would it not be well at the same time to give them to understand, in some way, that they cannot mistake, that we do not propose to ignore all that our fathers taught, nor to give up all that they prized, simply to accommodate those who have escaped from oppression to share our liberty? They may come into the house with us; but we do not propose to move out, nor to change the time-honored structure merely to make it conform to ideas that they have brought from other lands,—lands whose governments and customs they have found so intolerable that they have been glad to leave them. It is time that we should draw the line between generosity and tolerance on the one hand, and a pusillanimous surrender of our most cherished convictions at the behest of those who ought to be *thankful, instead of being unbearably arrogant.*

A correspondent sends us the following:

DEAR SCHOOLMASTER:—It seems from your last number that you are preparing to come down pretty heavy on the teachers who were examined at Normal for State certificates. Don't you think that it would be fair and right to tell the people that by the carelessness of some one in not forwarding the papers to the examiners, one whole day was cut off from the published time allowed for the examination. Also, would it not be well to give the exact time allowed for each branch, so others can make the experiment you recommend, in a proper manner?

TEACHER.

We were not aware that the time had been lessened. It is our understanding that one hour was allowed to each branch except the mathematics which received an hour and a half in each study. The suggestion of "Teacher" is an excellent one. Those proposing to present themselves at the next examination can readily test their fitness by the plan proposed

The *Tribune* is authority for the statement that his gracious highness, the Mayor of Chicago, thinks that Mr. PICKARD has held the position of Superintendent of City schools long enough. He does not intimate that the Supt. has not filled his difficult office with distinguished ability during a half-score of years. It is possible that he may have learned that the schools compare favorably with any in the world: he may even have some faint idea that, somehow or other, the complicated machinery of a vast system of schools runs with little perceptible friction. But the few intimations of this sort that have reached the remote regions of the executive brain, have not shaken his faith in the doctrine that one may hold a public position too long, although his administration is, in all essentials, a success.

Well, such foolishness is exceedingly provoking, and tempts one to indulge in a little vigorous Saxon.

But the idea is, unfortunately, a somewhat prevalent one among those who have influence in the selection of teachers. We have frequently referred to this foolish notion, and shall probably do so many times in the future, for it is one of the sore evils of the time.

But the people of Chicago have too deep an interest in their schools to permit them to be crippled, even temporarily, by a change in supervision, and MR. PICKARD will continue to honor the place he has so well filled, long after the Mayor has laid aside his official robes, and retired to the more congenial atmosphere of his express office.

A vigorous teacher is as apt to impress his faults as his excellences upon his pupils. The immature mind is unable to discriminate, and, as the teaching of most beginners is empirical rather than philosophical, we may expect to see the new hands marked by the personal peculiarities of their last instructors.

The form, and not the spirit, is first caught; and many exercises that are significant to the teacher are unthinkingly adopted by the pupils.

"Why do I do this?" is a question that should be in the mind at all times.

Classes in the early readers of a series are required to give the number and page of the lesson. Why? The books are in the hands of all and are opened at the proper place. It cannot be, then, for the information of listeners.

Long after the pupils are familiar with the Arabic and Roman characters, the inevitable question is repeated. Why? Isn't there some need of it for a time, and doesn't the need cease and the exercise become a mere waste of time at some period in the course of study?

The school is very large, and, in order to secure prompt and rapid passing to classes the principal rises, raises his arm as a signal for the ladies to rise, and repeats the motion for them to pass. The gentlemen receive similar notice, and all move "decently and in order." The pupils in time become lords of a little flock, and they are marshaled to their recitation seats in the same dignified manner. How funny!

Normal-school pupils leave their "nursing mother," full of admiration for the old lady, and at once proceed to establish miniature normals in many a country district. The elaborate methods, necessary in their place, are repeated where they are entirely unnecessary. The habit of making distinctions is a valuable one.

John Locke's elaborate constitution may have been a very nice thing in itself, but it was most farcical to the scattered settlements of the Carolinas.

Forget the forms expedient only with previous surroundings; and, clinging only to the spirit, adapt the general formula to the new conditions.

Among the many good words that we are receiving, comes the following from "A DeWitt county teacher:"

"I am highly pleased with THE SCHOOLMASTER. * * * Wish it success in every sense of the word * * * Am doing all I can to increase its circulation."

If our friends generally will bear the journal in mind, we shall be able to render it still more acceptable to our readers. We are putting a good deal of work and expense upon it, and, although we have no reason to complain, we are like Oliver; we want "more."

Give us a hearty lift for the new year by sending in your names and those of your friends.

We call special attention to Dr. Edwards's article in this number. Everybody recognizes the fact that all teachers should have some acquaintance with the truths of mental science, especially in relation to the processes of education. But many teachers have neither the time nor opportunity to master a ponderous book upon this subject; nor would it be easy for them, even if they could master it, to draw from it just what they want in their school-room work. But, if they could have put into their hands some simple work, giving in plain and simple language the fundamental principles of the science, and at the same time, pointing out the uses to be made of these principles in the work of teaching, they might be able to master it and put it to good use. To supply such an outline is Dr. Edwards's object; and this article is the first of a series in which he hopes to accomplish this purpose.

We publish this month another of the series of articles prepared by Supt. Wells of Ogle Co. We believe that these papers will be of great value to the teachers of the common schools, coming, as they do, out of the long experience of Mr. Wells in that kind of work. The programme presented is decidedly unique, as it provides, not only for recitations, but also for study. These articles will be continued until a course of study for districts schools is presented in full.

EDUCATIONAL INTELLIGENCE.

Edgar County.—Statistics of Paris public schools for 1874 and 1875

Number of persons between 6 and 21,.....	1,395
Whole number enrolled.....	1,034
Average daily attendance.....	605
Number of cases of tardiness.....	2158
Number of teachers.....	17
Salaries of teachers and superintendent.....	\$8,788
Cost per pupil, of tuition, on average daily attendance.....	14.53
Average attendance in high school.....	61
Tuition, on average attendance.....	\$21.78

A. HARVEY, Supt.

Pinckneyville, Perry County.—"Father" B. G. Roots, who is to teach in Pinckneyville this winter, understands the worth of a newspaper as a means of reaching the people; and so, in the *Pinckneyville Independent* of September 25th, he comes out with a letter addressed to the patrons of his school, in which he explains his ideas of what a school ought to be, develops something of his intended plans, and bespeaks co-operation. Who knows how many a serious misunderstanding may be stopped in this way, *before it begins*? People are not in a condition to weigh things calmly and justly after their passions and prejudices have been aroused.

The Perry county Institute closed a session of four weeks on the 27th of August; the average attendance is given at 45. The report in the *Du Quoin Tribune* speaks of it as a profitable and pleasant session, and highly compliments Prof. James H. Brownlee, who was with them three days.

Lee County.—The schools in Dixon are doing good work, and from what I can learn, the same may be said of most of the schools in Lee county. Mr. Cary's earnest, quiet efforts are undoubtedly raising them to a much higher grade than they have previously occupied.

H.

REPORT OF ATTENDANCE FOR SEPTEMBER 1875.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor Tardy.	SUPERINTENDENTS.
Chicago.....	40 324	20	37 281	35 724	95-8	6 3 2	.....	J. L. Pickard.
Bloomington.....	2 525	10	2 427.5	2 359	97-1	190	.....	Sarah E. Raymond.
Aurora.....	1 643	20	1 546.6	1 468.1	95	130	629	W. B. Powell.
Belleville.....	1 695	14	.....	1 472	87	192	602	Henry Raab.
Decatur.....	1 566	20	1 380	1 374	95	200	812	E. A. Gastman.
Hannibal, Mo.....	1 530	20	1 357	1 261	92-9	278	633	G. W. Mason.
Rock Island.....	1 503	20	1 379	1 310	97	91	632	J. F. Everett.
Freeport.....	1 235	18½	1 153.9	1 099.1	95-3	199	.....	Chas. C. Snyder.
Danville.....	1 213	19	1 070	1 005	93-9	550	.....	Chas. I. Parker.
Warsaw.....	859	22	738	706	94	114	313	John T. Long.
Paris.....	842	21	727.4	662.9	91-1	162	193	A. Harvey.
Morris.....	693	19	580	518	89-2	486	105	M. Waters.
Macomb.....	691	18	644	614	95-3	29	391	J. G. Shedd.
Litchfield.....	665	20	568.85	533.32	94-69	60	261	J. N. Dewell.
Shelbyville.....	648	18	585	544	93	37	231	T. F. Dove.
Amboy.....	642	20	594	529	87	661	119	L. T. Regan.
Aurora, West Div.....	604	20	553	514	93	89	.....	L. M. Hastings.
Lacon.....	439	20	409	364	89	60	105	D. H. Pingrey.
E. Mendota.....	439	22	394	377	95-6	53	163	J. R. McGregor.
Rochelle.....	412	18	387.75	367.82	95-1	11	231	P. R. Walker.
Rushville.....	412	21	369.4	346.6	93-8	115	131	Harry A. Smith.
Petersburg.....	409	22	356	302	85	.....	.....	M. C. Connelly.
S. Belvidere.....	335	23	289	270	93-4	41	86	J. W. Gibson.
Collinsville.....	316	19	283	248	86	277	42	C. A. Singletary.
Lexington.....	302	22	278	250	90	.....	71	J. W. Payne.
Chenoa.....	298	22	279	252	88	223	60	Daniel J. Poor.
Farmington.....	287	20	257	240	93-2	155	72	Henry C. Cox.
Blue Island.....	270	20	264	252	95	31	205	M. L. Seymour.
N. Dixon.....	175	21	.....	142	.....	125	52	J. L. Hartwell.
Altona.....	173	22	169	148	89	41	56	J. H. Stickney.
Henry.....	331	22	323	303	93	.....	.....	W. W. Stetson.
Buda.....	183	22	162	156	96	91	68	J. N. Wilkinson.
El Paso, E. Ward.....	230	22	210	203	96	89	105	B. B. Lakin.
Lena.....	372	19	339	317	93-5	51	97	C. W. Moore.
Anna, Union Co.....	242	20	203.8	187.35	92-3	322	67	A. B. Stranger.

NOTICE.—These reports must reach us before the 16th of the month to insure publication.

Menard County.—THE PUBLIC SCHOOLS.—Nothing is a better index of the standing and public spirit of a town than the character of its public schools. Dilapidated school houses, inefficient teachers and penurious management speak of decay and shiftlessness among the people; while good houses, good teachers and liberal outlays are evidences of thrift and enterprise. In this regard, Petersburg has much of which she may well be proud. Our schools are well managed and efficient. With the elegant new school building, completed this summer, we have plenty of room; and now with a corps of nine teachers, all experienced and fully competent to fill their several positions, and nearly 400 pupils, we may point to our public schools with commendable pride. Already their advantages have been appreciated by some from the country around, and we have no doubt others will avail themselves of a residence in town to pursue their studies under such favorable opportunities.

In the new building, there are five rooms occupied, besides Prof. Connelly's recitation room, and 250 pupils, and in the old building, three rooms, with 125 pupils. The studies pursued comprise all those embraced in the established curriculum for public schools, and, besides these, classes in Higher Algebra, Higher Arithmetic, Physiology

and Natural Philosophy. Classes will soon be formed in Geometry and Rhetoric. Need is felt of philosophical apparatus for the proper presentation of Natural Philosophy, which we hope the Board of Education will find it possible to supply at no distant day. Prof. Connelly has himself purchased a fine air pump which will be a valuable help in making this study interesting.

The schools are now under fine headway for the fall and winter months; and, if the pupils do justice to themselves and appreciate the opportunities afforded them, the work done will leave a beneficial and lasting impress upon society, which will more than repay all the outlay of money incurred.—*Times*.

Litchfield, Montgomery County.—A writer in the *Greenville Advocate* who has just been visiting Litchfield, speaks of the schools in terms highly commendatory. He praises the school house, the school grounds, the appearance and progress of the pupils, the teachers, and, not least, the Superintendent, Mr. John N. Dewell. We are glad to read what he says; but it doesn't surprise us at all.

Adams County.—Statistics of Quincy public schools for 1874 and 1875.

Number enrolled.....	3,250
Average daily attendance.....	1,951
Number of tardinesses.....	5,959
Graduates from High School.....	25
Number neither absent or tardy.....	18
DISBURSEMENTS.	
Amount paid for teachers' salaries.....	\$ 24,196 00
Amount paid for incidentals.....	10,423 60
Amount paid for indebtedness.....	10,272 86
Total.....	\$ 44,892 46
Cost per pupil, estimated on teachers' salaries and incidentals.....	\$ 17 74

Vocal music was added to the course of study at the beginning of the year.

"As in any other study, however, some teachers and schools did better than others. But in all the schools, the pupils were very generally delighted with it. In the higher grades, some of the boys did not enter upon the study or practice of singing with much interest. This was to be expected. Boys will have to be drilled in the lower grades while yet young, so that when they once become familiar with the theory and have been taught to sing they will be very apt to continue improving while they remain at school. But in future the study must be more generally insisted upon."

TEACHERS.

"The importance of having well educated and studious teachers is so great that the subject cannot be too frequently referred to. It is a great mistake to suppose that it does not require very great education to teach school. It is true that teachers of moderate abilities do sometimes succeed in teaching. But such cases are quite rare. And it is not necessary now, as it was a few years ago, that such teachers should be employed. Our High School is graduating, every year, a few good scholars, some of whom intend to make teaching a profession. They leave that school with as good training as many of the so-called colleges can give; and if to the training they have there received they have also added studious habits and a desire for more knowledge, as some of them certainly have, they will in most cases make successful teachers, and should be employed in preference to others; unless others yet better can be had for the salaries which we can afford to pay. Other qualifications than an education, it is true, are requisite to make a successful teacher; but all other qualifications without that one will fail to make even a passable teacher, except, as before stated, in very rare instances.

Among the many qualifications necessary, I may mention those of industry, regu-

larity, punctuality, politeness, a quiet, modest demeanor, tidiness, a correct use of language at all times and under all circumstances, and a lovable disposition."

This report contains 128 pp., and gives much information respecting the working of the schools. Did space permit, we should be glad to make further extracts.

Pope County.—Our Institute, held at Eddyville, closed on the 1st of October, after a lively session of five days. We had nothing but home talent, as we are so far away from railroad communication that we can not get any one to come. The Golconda schools under Mr. J. P. Hodge, are doing good work. The county board have decided that the schools of this county *will not prosper unless the County Superintendent visits them.* This is a wise conclusion that should be arrived at in every county in the State.

JAMES A. ROSE,
Supt. Pope Co.

In the published proceedings sent us, we observe that some very sensible things were done, *e. g.* :

Resolved. That we teach history by diagraming the principal topics; that we pay more attention to events than dates, and that we teach map-drawing in connection with history.

Resolved by the Institute, that in teaching Primary Geography, we will commence by teaching position of objects.

Resolved. That we, in teaching Advanced Reading, strive to have our pupils think, 2d, That we will assign short lessons. 3d, That we urge upon the teachers the necessity of having pupils get etymologies and meaning of words.

Resolved. That we, as teachers of Pope county, most thoroughly condemn the action of all teachers who had work at the Institute and failed to attend, unless from a good cause, and that it is the duty of every teacher to attend the Institute.

Resolved. That in teaching Geography, we will not pay so much attention to minor places; that in connection with Advanced Geography we will teach map-drawing by Lat. and Lon.

Clay County.—The Institute met August 23d, at Georgetown. Superintendent Smith addressed the teachers on the subject of Education. Special reference was made to the teacher and his duties—developing the thought that the teacher must be educated both in HEAD and HEART to be successful. He also spoke encouragingly of "Normal and Training Schools."

The exercises were conducted by home talent, the chief participants being the Superintendent, Messrs. Kepley, Burley, Erwin, Crisp, Woodward, Hastings, Lee, Brown, Monroe, Barney, Barnes and Miss Gibson.

The evening sessions were very interesting. They consisted of a spelling school, a lecture, a discussion, and a literary entertainment.

Nearly all of the schools are supplied with teachers above the average grade. Some good school houses are building, the one at Flora being the best in this part of the State.

McDonough County.—General statistics of the public schools of Macomb, Illinois, for the school year of 1874 and 1875.

Whole number of children in the city between 6 and 21, (1874),	1070
Whole number of different pupils enrolled.....	841
Average number of pupils belonging to schools.....	630
Average daily attendance in schools.....	595
Average per cent. of attendance.....	94.4
Number of tardinesses during the year.....	509
Number of tardinesses of each pupil.....	Less than one.
Average age of pupils, boys 10.3, girls 10.8 yrs. Total.....	10.6
Number of teachers employed during the year: High School, females, 1; Ward Schools, males, 1, females, 12, total.....	14
Average number in daily attendance to each teacher, High School, 44; Ward Schools, 42; total.....	42.5
Highest salary paid male teachers.....	\$ 700
Highest salary paid female teachers.....	600
Lowest salary paid female teachers.....	350
Average salary paid female teachers.....	388
Salary paid Superintendent.....	1500
Incidental expenses for the year.....	2463 01
Salary of teachers and superintendent.....	6301.40

Cost per pupil on average number belonging, for tuition alone, including High School,.....	10.00
Cost per pupil on average number belonging, for all expenses, including High School,.....	13.91
Balance in treasury at close of the fiscal year,.....	4004.94
Bonded school debt of city,.....	None.
Floating school debt of city,.....	None.
Estimated real value of school property, including grounds, buildings, furniture and heating apparatus,.....	\$56700.00

J. G. SHEDD,
Supt. of City Schools.

Watseka, Iroquois County.—The *Watseka Republican* for September 29th, contains an Educational Column, Edited by S. W. Paisley, Principal of the Schools; the arrangement is intended to be a permanent one. The Editor of the paper says, it affords him great pleasure to announce that an arrangement of this kind has been made, and he anticipates good results to his readers from it. We agree with him in both particulars; and we wish that the schoolmasters all over the State would avail themselves more generally of this means of reaching the people.

ILLINOIS NORMAL.

The school is moving on quietly and prosperously; the general health of the students is better than it was a month ago, although a few more have been forced by sickness to leave. Spelling receives as much attention as ever; and perhaps such a fact as the following will help to reconcile any who may feel restive under the drill. A lady from the Normal was examined this fall for a position in the schools of one of our smaller cities. She succeeded very well, and would have been appointed to a Grammar department at \$45 per month; but, she missed one word; and, on that account, had to take an Intermediate room at \$40 per month. There is a *palpable* argument for good spelling.

Friend Carter of the Public School in Normal, was arrested last week for punishing a boy in his school. After a trial lasting a day and a half, the jury were equally divided, and were discharged. Two physicians who examined the boy testified that he was not seriously damaged. We are quite sure that his mother, who is a widow, made a most serious mistake in bringing the case into court. By allowing herself to be led by injudicious advisers, she has injured that boy more than he would be injured by forty spankings, even more severe than he received before, and totally undeserved at that. He has received one effective *boost* towards the penitentiary. We guess that there are several other boys about town to whom spanking might be "a means of grace;" unfortunately, they are not all in the school, but we hope such as are there will not lose any discipline of this kind that they may need, because of this lawsuit.

ROBERT H. BEGGS is principal of the schools in Wilmington, Ill.; his wife is assisting him.

W. H. BRYDGES has returned to Elgin, and is principal of the High School.

H. M. RULISON is teaching in Joliet, on the west side.

WILL. H. SMITH is the candidate of the Republican party for Superintendent of McLean county, to succeed Mr. Hull. It is a good nomination; and we are glad to know that he is likely to be elected.

ISAAC J. DAVIS has left teaching and gone into the book-trade in Decatur.

EMRICK B. HEWITT has entered Harvard College

FRANK W. GOVE passed the studies of the first year at Dartmouth, by examination, and has entered the Sophomore Class. Good for Frank! But we believe none of our Normal boys have ever been "conditioned" at any Eastern Institution.

SOUTHERN ILLINOIS NORMAL.

The second year of our institution began on the 13th of September, with a very satisfactory prospect for another successful year. At present there are enrolled two hundred and two pupils, which is looked upon as a good attendance considering the ague scourge which has visited this portion of the State so violently. As there has no communication been sent to the columns of the *SCHOOLMASTER* since June, allow a passing reference to the Summer's work. During the last three weeks of August was held a Teachers' Institute; though poorly attended, there appeared more than ordinary interest manifested on the part of the teachers who came here for a short term of instruction and recreation.

Immediately following the Institute, was held the examination for State Teachers' Certificates. Out of fourteen candidates, we believe there were but two who passed the ordeal successfully. The board of examiners have facetiously remarked that the task of criticising over one thousand pages of examination work is rather the "*most onerous honor*" in the gift of the State." Were there some little remuneration for an entire week's work—at least the actual expense of travel and hotel bills—the labor would not seem so burdensome, perhaps.

There are several additions to the capacity and strength of the Normal since last year. We now rejoice in having the services and influence of Prof. John Hull, late Supt. of McLean county. We are pleased to report him already endeared to his pupils, and highly esteemed by his associate teachers. In addition to Prof. Hull, we have the services of Mrs. Nash, late of Little Rock, Ark., who has under her charge the departments of drawing and penmanship. An instructor in these departments was very much needed last year, but since the work has been in the hands of a skillful teacher, such a vast improvement is apparent to every one, that the work of last year seems very meagre indeed.

Beside these acquisitions to the faculty, a very respectable library has been procured, consisting of reference books, and general literature, all open to the use of the pupils. In addition to the library, in the line of school appliances, we have now a very creditable Physical Apparatus, purchased of the old reliable firm of E. L. Ritchie & Sons, Boston.

During the summer vacation, most of the blackboards were removed, and new and superior ones put in their places, which have proved very satisfactory. To avoid so much coal-dust being carried up through the building, as last winter, a regular coal house has been erected on the west side of the University.

Dr. THOMAS may be found in the museum from 9 a. m. till 3 p. m., looking after the entomological interest of the State, and having a general supervision of the museum.

Prof. FOSTER is now engaged in taking meteorological observations. He has his Anemometer, Barometer, Rain Gauge and several Thermometers under his charge, and proposes to keep us posted even better than "Old Probs" himself could do.

Misses MARY WRIGHT and ELLA VANCE are first and second assistants of Prof. GEO. ROSS in the High School of Carbondale.

PHRONIA ROBARTS is teaching somewhere in Jackson county.

Misses ELLEN SHERMAN and SARAH MORROW are teaching near their homes—Sandoval and Salem.

J. R. DEANS manipulates the birch near Lincoln Green.

GEO. W. GRAHAM, every afternoon, all covered with "gold dust," mounted on his gray charger, may be seen galloping toward the Normal to recite metaphysics to Dr. Allyn.

CHARLIE SHEPPARD is in Green Bay making himself more proficient in his trade.

CHAS. NEELEY is attending medical college in Cincinnati.

Prof. BROWNLEE spent most of the Summer in Institute work.

Dr. ALLYN, with his family, attended the National Teachers' Association at Minneapolis.

Dr. THOMAS was engaged for three weeks in the Natural History Institute held in Normal.

Prof. PARKINSON spent a few weeks East; while in Boston he purchased the physical apparatus.

Prof's JEROME and HILLMAN remained in town and looked after the well-being of the Normal—attending to repairs, &c. Prof. H. is now occupying his new residence.

Miss BUCK and Miss MASON spent the Summer visiting friends in the Northern part of the State. A report from us was omitted last month, on account of an extra amount of work.

BOOK TABLE.

Spain and the Spaniards, by N. L. THIEBLIN, Boston: LEE AND SHEPARD. Sold in Chicago by JANSEN, MCCLURG, & Co. pp. 404; price, \$1.75.

The author of this book was the correspondent of the *Pall Mall Gazette*, during the Franco-Prussian War. He wields a ready pen; and, as he has here given us the results of a personal visit to Spain,—spending considerable time in the Carlist camp—his book is very timely. People who wish to be well informed on Spanish affairs can hardly afford to be ignorant of what he has written; and they will be likely to find amusement as well as instruction in the book. He gives at length the opinions of the Countess Montijo, the mother of Eugenie, respecting Spanish mobs; if her views are correct ones, they must be more harmless than they are in most countries. The author's English is not always faultless, for instance; "Never *would* I have thought," p. 30; "I *will* always remember," p. 50; "To finally embrace," p. 284, etc.

The Complete Composition Book, POTTER, AINSWORTH & Co., New York and Chicago.

This is an ordinary blank book, ruled with a correction column, with twelve pages of printed matter added. These additional pages contain Directions for Pupils; Suggestions to Teachers; Rules of Punctuation, and for use of Capitals; Figures of Rhetoric; Notes and Letters; Business Forms; Directions for correcting Compositions; Subjects for Compositions, &c.

The idea is an excellent one. Not one person in twenty has any knowledge of punctuation; enough is here given on the subject, for practical use. The suggestions are excellent—indeed the little book will supply a need long felt. The prices are as follows: No. 1, retail, 15 cents; introduction, 10 cents; No. 2, retail, 20 cents; in-

introduction, 14 cents; No. 3, retail, 30 cents; introduction, 20 cents; No. 4, retail, 50 cents; introduction, 35 cents.

The books differ only in number of blank pages and style of binding.

Swinton's Complete Course in Geography, by WM. SWINTON. IVISON, BLAKEMAN, TAYLOR & CO.: Chicago and New York.

The narrow limits of an ordinary review are insufficient to do full justice to this cyclopedia—for it is exceedingly full—of geographical knowledge. To call attention to some of its salient features must suffice.

THE MAPS deserve especial notice.

1st. They are so arranged that they give a clear idea of the relations to contiguous territory.

2d. The top shows "space-longitude" from Greenwich, and the bottom, from Washington. In addition to this, "time-longitude" is also shown, so that the pupil may turn to a map and readily read difference of time between different points.

3d. The side margins show the length of the longest day at different degrees of latitude, and mark the zones.

4th. Important and intricate parts of the coast are shown on an enlarged scale.

5th. Maps of cities and surroundings accompany the larger maps.

6th. The physical features are clearly shown, and, in addition to the general maps, physical maps of the continents are presented.

7th. The maps are quite minute, showing county lines with distinctness.

It will be seen from the above, that they are unique, presenting features entirely novel

THE PICTURES are very numerous, and are exceedingly beautiful. But they are more; they are very instructive.

Pictures appeal so forcibly to the child that these impressions are retained when the text is forgotten. Hence, their selection becomes a matter of grave importance. Of the one hundred and five given, very few could be spared without marring the excellence of the book.

THE TEXT. Mr. Swinton is a man of decided originality. From his known characteristics, we were prepared to find marked departures from the proverbial method of making geographies. These peculiarities are, of course, most striking in the text, and this is constructed on a plan differing quite radically from any book which we have examined.

The major premise of the syllogism on p. 1, is by no means generally accepted; hence, the conclusion cannot be said to be thoroughly established. But geography has its place.

The chief peculiarities of the text are,

1st. ORAL OUTLINES. These consist of suggestions of various kinds and are intended to precede the lessons to be recited. They can be made of great value and will probably induce teachers to give the subject more careful attention than is customary, since many of them are very interesting and suggestive.

2d. Topical synopses for review.

3d. Models for recitation.

4th. A method of introducing map-making. See pp. 3 and 4. This is very good.

5th. Topical outlines for study.

6th. Special studies for each State.

7th. Numerous reference-tables in the body of the book.

8th. A new method of map-drawing, by means of concentric circles.

From the foregoing, it will be seen that the book is in many respects a novelty. We do not hesitate to pronounce it one of remarkable excellences. It has defects of course, and we are inclined to think the most striking are in the questions.

Mr. Swinton is very fond of the direct question, and sometimes uses it where it tells altogether too much.

We are surprised that the geographies do not make more of a specialty of sketching without lines or other aids. Pupils should devote a large share of their time, in this branch, in delineating horizontal forms; and it is surprising to see the readiness they acquire after a little persistent effort.

The retail price is \$2 00; specimen copies will be sent for examination with view to introduction, for half-price. Address Edward Cook, 133 and 135 State St., Chicago
From Jest to Earnest, by E. P. ROE, New York: DODD AND MEAD. Sold in Chicago, by HADLEY BROTHERS & Co. pp. 548; price, \$1.75.

This is another novel from the prolific pen of the author, intended to illustrate the fruits of practical christianity; for he avows that he means to preach through his books, believing he can thus secure a larger audience than in any other way. And, if his success continues, we think he may be right. The hero of the book is a young theological student from the West, on a visit to an aunt living on the banks of the Hudson. He there meets the heroine, a brilliant, rich and coquettish young lady from New York, who is led by him to give up her brilliant prospects in the city and go West with him as a home-missionary's wife, instead of making him the object of her wiles just for sport, as she intended to do. Hair-breadth escapes, in which the hero figures to advantage, are not wanting; and the book is not lacking in entertaining and effective chapters. We think that the description of the donation party at Scrub Oaks is the best part of the book. There is too much faulty English in the book, for some of which the types are responsible; and some, we think, slipped from the pen of the author.

PERIODICALS.

The *Atlantic* for October is fully up to its best. The notable articles are "The Sanitary Drainage of Houses and Towns," "Old Woman's Gossip," "Old-time Oriental Trade," and "General John DeKalb."

The last two are of especial interest to teachers. Mr. Greene throws new light upon the French treaty of '78, and gives a very vivid and pathetic picture of the unfortunate battle of Saunders' Creek.

The *Atlantic* has a flavor peculiarly its own, and occupies its field alone. It is, in short, delightful.

We believe the *Indiana School Journal* improves, although it was good before. The October number contains 55 pp. of reading matter, and that of excellent quality. W. A. BELL is principal editor, assisted by Messrs. SHORTRIDGE and BROWN. Published at Indianapolis, at \$1.60 per year; with the SCHOOLMASTER, \$2 60 for both.

BUSINESS ITEMS.

We remind our friends who are teaching in the country districts and in the small villages, that they can obtain dictionaries, maps, or any of the common school-books,—if four or five are wanted,—cheaper by sending to this office for them, than by sending to the book-stores.

Bret Harte's new novel, "GABRIEL CONROY," which is at last completed, and carefully guarded in the Publishers' safe, calls forth the highest anticipations in literary circles. It will be begun as a serial in the November number of Scribner's Magazine, without illustrations, for it is said to be graphic beyond need of them, and full of incident. The story takes its title, "Gabriel Conroy," from its hero, a simple, good-hearted, honest old miner, of a type somewhat different from that of his illustrious predecessors in Mr. Harte's writings. Several familiar friends, nevertheless, renew old acquaintance, among them Colonel Starbottle. The story is wholly in Mr. Harte's original field, and is said to fulfil, as a novel, the promise of his very best tales. The opening is pronounced, by critics who have had access to the manuscript, to be very powerful; it is a terrible picture of a starving camp, and from this start the story is said to hold the reader with an almost uncomfortable grip, seeing that he has to wait month by month.—*N. Y. Tribune.*

Guyot's New Intermediate Geography seems to be meeting with special favor at the hands of our educators. It is only a few weeks since its publication, yet we are informed that in this short time the book has been introduced into the schools of New York City, Brooklyn, Utica, Rome, and Elmira, N. Y.; Newark, Jersey City, Hoboken, Bayonne, and Elizabeth, N. J.; Richmond and Lynchburg, Va.; Danville, Paris, Du Quoin, Charleston, Sandwich, Englewood, and Richmond, Ills.; Davenport, Iowa; Watertown and Kenosha, Wis.; Albion, Mich.; Hannibal, Mo.; and Toledo, Ohio. It will pay teachers and school boards to see this book, if they desire to change from the old routine. It is *the* book of the season in this branch of study.

The readers of this journal will find it to their interest to patronize the "Old Reliable" when in want of anything in the Photographic line, and I especially invite the trade of Normal students to whom I shall continue to make special rates, and guarantee to them a just equivalent for their money. J. R. Tankersley, 109 W. Jefferson Street, Bloomington, Illinois.

Fitzwilliam & Sons, are Merchant Tailors now as well as dry goods dealers. Incurring no additional expense by reason of this new departure in their business, they feel warranted in saying that they can save \$5.00 to \$10.00 per suit to their patrons, from the prices now current among Merchant Tailors. North Side Court House Square, Bloomington, Illinois.

Magic Black-Board Eraser; A. H. Andrews & Co., 211 and 213 Wabash Avenue, Chicago. After several weeks of trial, we feel prepared to say that this eraser possesses the two requisites; convenience and durability. The heavy plush carpet makes a clean board with little effort, and by a "slight turn of the wrist," a new surface is presented for use. The carpet is thus made to wear evenly, and all parts are utilized—an arrangement which renders it an exceedingly economical eraser. With anything like careful treatment, it will wear for years. A sample will be sent on receipt of 35 cents. Price, \$4 80 per dozen.—[EDITOR].

ILLINOIS TEACHER, }
Volume XXI.

THE

{ CHICAGO SCHOOLMASTER
Volume VIII.

ILLINOIS SCHOOLMASTER.

A JOURNAL OF EDUCATIONAL LITERATURE AND NEWS.

VOLUME VIII.

DECEMBER, 1875.

NUMBER 91.

PSYCHOLOGY. II.

Use of this Science. When a study is proposed to us it is right to ask whether the pursuit of it will do us any good. We may fairly ask this question in respect to Psychology. What good comes of studying the mind and its operations? We can answer this question by considering something that is acknowledged to be useful, and finding in what its usefulness consists. Take, for an example, a farm. That is undoubtedly a useful thing. Now what makes it so? Why is the farm useful? Because a crop may be raised on it, or animals may be fed upon it? But what is the use of a crop of wheat or a herd of cattle? Is it answered that they can be sold for money? Then what is the use of money? Pile up gold so that it shall be mountain high, scatter greenbacks so that they shall cover the earth, and what good comes of them? Perhaps you answer that we can purchase the comforts of life with them. But what benefit results from the comforts of life? Thus the questions may be pushed until we come to the final answer, which is, that *things are useful because they make mankind more happy, more intelligent, or more virtuous.* Anything that does not promote one or the other of these objects has no value,—is not useful. But you will notice that all these objects have reference to the *mind* of man. Only the mind can be happy, or intelligent or virtuous.

All Values Center in Mind. It seems then that mind and its wants furnish the standard by which the worth of all our possessions is measured. In other words, everything else seems to have been created for the sake of mind. The improvement of mind is, or ought to be, the end aimed at in all our labors. Mind, then, is of all things the most important.

Hence Mind should be Studied. This being the case, what shall we say about the utility of studying mind? What shall we study, if not the best

and worthiest thing? Is it wise for us to spend all our time and labor upon inferior or subordinate matters, and to neglect that which is noblest, best, and the chief of all? This study is indeed the most worthy of our attention. It helps us to determine our duties, and our destinies, and to learn something of the high ideal to which we ought to conform.

This study is a help in pursuing other studies. In pursuing any study, it is useful for us to know something of the workings of our own minds. A mechanic can use a tool or machine to more advantage if he understands the structure and movements of it, than if he is ignorant of them. But in the study of any subject the implement used is the mind. He, therefore, who best understands his mind and its workings, will be most successful in mastering any kind of knowledge. He will do more in the same time, and do it better, than if he were using an instrument unknown to him. Every student, then, needs a thorough acquaintance with the laws that govern his own mental processes.

It helps us to our ideas of God. It is easy to see that our ideas of God are derived from our notions of ourselves. The Scriptures teach us certain things about God, and enumerate some of his attributes. The apostle John tells us that God is Love. Wisdom and power are also attributed to him. We may believe these statements very earnestly, or try to believe them; but how can we succeed if we do not know what the words love, wisdom, power, mean? And how shall we learn their meaning but by observing these attributes in ourselves and our fellow-beings? Of course, we must notice that in God these attributes are infinite in their scope and energy, while in man they are much limited. But all we know about love in God, we learn by noting the best and noblest exhibitions of love in man, (for example, a mother's love for her child,) and by enlarging this idea as near to the infinite as we can.

This knowledge useful to the teacher. But nowhere do we find a knowledge of Psychology more useful than in the work of education. The mind of the child is often compared to a musical instrument, on which the teacher is said to play. This comparison gives a very inadequate idea of the teacher's office. No doubt he uses, manipulates, plays upon, the mind of the pupil. But he does vastly more. By the law of that mind he develops it, causes it to grow in strength. In some sense he *makes* the instrument that he plays upon. A better figure would be to compare the teacher to a gardener who cultivates some plant until it develops into varied beauty of flower, and finally into a rich fruitage. The teacher is to guide, to adjust, to marshal the mental faculties, not alone with reference to the results that may be immediately exhibited, but also with reference to the mind's own growth. In-

deed this latter is the more important of the two. What a child is able to do to-day is of little consequence compared with the power he may acquire for doing hereafter. The first relates to one day only: the second relates to the soul's life-time.

Questions for the teacher. Among the questions that the teacher must answer for himself, if he would do his work in accordance with the laws of the child's mind, are the following: What faculties need to be earliest developed? What studies are best adapted to such development? How much and what ought the pupil to be required to do for himself? What and how much ought to be done for him? Shall he be required to commit to memory any printed matter? If so, what? What is the effect upon his emotional nature, of severity in discipline? Of the exercise of sympathy towards him by the teacher? Of the exhibition of an interest in his personal welfare? How does it affect him to be treated with kindness? Shall he be compelled or coaxed to do his duty? Shall the teacher's authority be prominent in school, or shall he appear simply as the pupil's helper? Is it useful to "break the wills" of children? These questions and many more every teacher must answer from a knowledge of the mind, and from a careful study of its growth and progress.

Past neglect in this country. In a new country people find so many things which must be done, that they have no time to study the implements they use. They must use such axes, plows, carts, etc., as are nearest to their hands, because they have neither time nor leisure to examine and choose. Some of the tools may not be very well adapted to their purpose, and some may not be very well understood, but the settlers must find food for themselves and families at once, and so they do not wait for better tools or more skill in using what they have, but plunge into their work immediately as best they can. It is the same with their use of their own powers of mind. They cannot wait to analyze their faculties, but must use them in getting a livelihood. In this way, faculties are often misemployed. A man with a fine imagination may be compelled to keep accounts, or a natural mathematician to hold the plow. A man totally unacquainted with architecture may be required to build a house, or a very ignorant man to keep a school. There is no leisure for a choice of occupations, or for preparation for the work that must be done. But after a time, the settlers find themselves furnished with the necessities of life, and then they begin to think and study, some one thing and some another. At such times, there have always been found men who take much interest in the study of their own minds. In this country, men have thus far been mostly busy in developing the material resources of the earth. But hereafter we may reasonably expect that many men will take delight in studying Psychology.

RICHARD EDWARDS.

AMBLYSTOMA PUNCTATUM.

In these cool October days, while our summer birds are flitting southward, and the tree sparrows, and the chickadees, and the red-poll linnets are trooping down from the frozen north; while the trees are shedding their tinted leaves with multitudinous, slow, autumnal sighs; while the ice-men vanish like grasshoppers and the coal-men shake off the lethargy of their long aestivation, the hibernating animals are agitated by the pervading restlessness and discontent. Already the song of the frog is heard no more in the land. After the summer's fitful fever he sleeps well at the bottom of his favorite pond, and the newts and salamanders—prototypes of the old fashioned country schoolmaster, wander to and fro in active search of "situations" for the winter.

A short study of one of the commonest of these, the "salamander," whose scientific name heads this paper, may not be wholly unprofitable.

Perhaps nearly every teacher has received from his more alert and enterprising pupils the somewhat embarrassing present of more or fewer of these queer little beings. May he remember, before he checks the rising spirit of inquiry by expressions of disgust, that a repellant shrinking from the lower animals is invariably a mark of ignorance. I have no doubt that the irrational dread of the less familiar forms of life is an inherited superstition, valuable to our barbarous ancestors in their dense ignorance of the world about them, but which has now survived its usefulness.

Taking one of our little friends in hand,—for they are as harmless as kittens to everything but "bugs,"—we notice at once the elongated and somewhat depressed body, broadest in the middle, the flattened head, narrowed behind and rounded in front, the short legs, of which the humerus and femur stand out horizontally at right angles to the body, the long, thick and clumsy tail, which drags upon the ground as the creature walks—these "tail-tracks" do indeed unfold a tale in some of the fossil-bearing rocks—and, if the specimen be alive, the clammy coldness of the skin and torpor of its movements. As with all cold-blooded animals, occasional periods of considerable activity—the little swifts of the Southern States are as active as chipmunks, for a few minutes at a time—are separated by long intervals of great insensibility, during which the exhausted nervous centers very slowly regain their force. The color is really beautiful: a soft, slaty black, relieved with round and oval spots of yellow, but further than this the aesthetic sense will hardly endorse our choice. The surface is set with the minute orifices of the mucous glands whose secretions keep it perpetually

moist A dry skin would be as dangerous to our salamander as an attack of acute pneumonia, for his blood is aerated in this external covering as well as in that introversion of the skin which we call a lung. The lungs reveal their nature here more clearly than in the higher animals, for they are only a pair of simple sacs with somewhat cellular walls, much less lung-like in structure than the air-bladder of a garpike or of a dog-fish.

Just at the base of the head we notice upon each side a vertical fold of the skin, such as is seen also in toads and frogs. The meaning of this we shall presently see, but we may note in passing that it is the exact equivalent of the gill-cover of the fish, and more remarkable still, of the external ear of man: for the ear of a man is his gill-cover, speaking after the manner of the anatomists. Although men have never had gills, yet the arches to bear them and the slits between have been present in every human being; and the external ear, like the gill-cover of the fish, took its rise from the second visceral arch as a simple backward fold of the integument.

While looking for our salamander's ears—of which we shall find no external trace, although, like all vertebrates except amphioxus, he has internal ears—we shall hardly fail to notice the respiratory movement not unlike swallowing, except that the air enters through the nostrils. As he has no diaphragm, and no complete thoracic frame-work, he must take his oxygen in this way or do without. The teeth may be sought for without the slightest danger except to one's equanimity, and will be found present in both jaws and also across the palate. They are, however, very small.

The absence of all scales, or other form of exoskeleton, hints to us that our specimen is probably not a reptile but an amphibian—this rule does not hold good for foreign specimens—and a dissection would confirm the surmise, by showing us the two occipital condyles. The question of development, therefore, becomes an interesting one.

Several times I have seen in the country papers, in the spring and early summer, notices of the discovery of a remarkable animal taken from some neighboring pond or stream, and usually described as a four-legged fish. In one case it was said to be an animal of the "fish species" with four legs and fins, and three horns on each side of the head. An examination of the specimen showed that the fins were mythical, except the caudal one, and that the "horns" were external gills. But these startling contributions to science are not always made by newspaper writers, for once or twice a year I learn (usually, I am sorry to say, upon the authority of some teacher whose zoological library it is to be feared, is limited to a single text-book), that the Mexican axolotl has found its way to Illinois. The animals to which these reports refer may be found in numbers in almost any pond in May and

June: and, if one of them be confined for a few weeks in a jar of water, it will afford, by the phenomena of its development, such pleasure and instruction to a score or two of children, as not even a hanging basket or a chromolithograph could do. The water should be changed every day or two—of tener if the jar is small—but as for food, I have never succeeded in making mine eat anything: although, they probably feed on vegetable matter.

At the period when specimens will most probably be secured, the general color is a greenish, muddy, brown, with small spots of black, and fine yellowish mottlings. The head is very broad and flat, widest at the base: three pairs of external gills are present, feathery and dark red, the posterior a half inch long or more, and the others somewhat shorter. The tail is about as long as the head and body, thin, compressed and widely bordered, above, below and at the end, by a translucent, mottled, membranous expansion, which is continued forward along the back nearly as far as the head. The tufted gills lie spread out in the water, but motionless when the animal is at rest.

Now and then he works his way to the surface, lifts his head far out of the water, gulps down a mouthful of air, a part of which escapes again from the nostrils, gives a few animated wriggles, as if the draft of purer oxygen mightily refreshed his inner salamander, and then returns to his normal state of stupid idleness. He swims chiefly by the undulations of his tail—which it will be noticed is not provided with rays, as are the caudal fins of fishes—although, when moving slowly, he assists himself by paddling with his feet.

The little creature is now in the full tide of his development. He has both external and internal gills, and the rudiments of lungs. If he were to stop here and acquire the power of reproduction, he would indeed be very like an axolotl. A few years ago, zoologists were startled by the announcement that some specimens of this same Mexican axolotl kept in the Garden of Plants in Paris had lost their branchiae, and become, to all intents and purposes, members of the very germs amblystoma to which our own species belongs. While the branchiate form, however, reproduced itself with freedom, the abbranchiate form, the new amblystoma, seemed to have lost this power. The axolotl was doubtless, therefore, the normal animal. More recently a sireon of the West has been observed to undergo a similar transformation and to become also an amblystoma. What astonishing and suggestive facts are these! The sacred boundaries of species, and even of genera undoubtedly distinct, are ruthlessly violated, not by a long line of generations pleading as their excuse an enormously changed environment and

the forced survival of the fittest, but in the lifetime of a single individual and for no assignable reason whatsoever.

There is a space only to sketch in the briefest manner the changes by which our seeming axolotl becomes the common salamander. The color will darken, the black spots merging in the general hue. Yellow spots will appear on the sides and tail, at first dim and small, but rapidly deepening and enlarging. The head will become narrower and more convex, the membranous portion of the tail will vanish, and its dorsal extension will be replaced by a furrow. The position of the teeth will change, and the outer gills will slowly diminish, both in length and breadth, and eventually disappear. At the same time a fold of the skin will arise on each side of the head in front of the anterior branchia, and extending backward, will finally cover over the branchial arches with their internal gills, leaving, for a time, however, a posterior slit through which the water can escape. Soon even this is closed; the amphibian is no longer amphibious, he can breathe only air, and leaves the water if he can escape,—he is now a salamander.

The wonder is that all this active metamorphosis can go on without a particle of food. The new is all built up of the fragments of the old. It is like making a clock out of a sewing machine, without either addition or serious waste.

To finish now the history of our species, we should have to watch the adults in the early spring. We should find them resorting to the pools, where they lay and fertilize their eggs. From these hatch out little tadpole-like animals, extremely immature at first. They are destitute of legs, the eyes are mere black spots, and even the gills are as yet but rudiments. At this stage the skin is doubtless the principal organ of respiration. The eyes and gills develop rapidly, the latter eventually becoming very plumose, and half as long as the body, the fore legs bud-out and the tip of each divides into the three inner toes, the fourth appearing later. The hind legs are formed and assume their proper structure, and the development of internal gills and lungs completes the circuit we have undertaken to follow.

Such is a very cursory statement of the principal external changes observable during the growth of this little amphibian. Doubtless a series of dissections would show corresponding internal changes of equal interest and importance, but I am not aware that these have yet been made.

I trust that enough has been written to show that no objects are better suited to give a child his first idea of the evolution of animal forms. Processes which nature commonly wraps about with great difficulty and obscurity, she here exposes to the light. She throws upon the screen a magnified image of development which a child can understand, and yet which, a philosopher may well take time to ponder.

To the reader who would follow this subject out into its wider relations, and in some directions at which I have not hinted I cannot do better than to recommend the little book by St. George Mivart, entitled "The Common Frog."

S. A. FORBES.

THE OTHER PART OF THE TEACHER'S WORK.

The conduct of the boys of a town is an index of the efficiency of the public schools of that town. While many people do and will measure the work of schools by the naked facts appropriated by the pupils during term time, the true judge founds his estimate on a more general basis. An intelligent observer sets his seal of approval or disapproval on a village school after a very short inspection: the markings of the fences and out-buildings, the chalk marks on sidewalks about the town, the style of the boys on Saturdays, in their communication with each other and with adults; these are the principal factors with which he computes his estimate. The platform at the railroad station at train time affords an opportunity for judging of the character of the public schools; the traveler, from the window of the railway car, learns much of the school management by viewing the men and boys there assembled.

Scholarship begets politeness, politeness does not beget scholarship. A broad culture cannot abide with dishonesty. Teachers are not successful when they work for a year or more in a town to find the boys boorish in the parlor, and rough, uncouth and profane on the streets.

This part of the school duty is somewhat indirect in its workings. The principles of arithmetic are directly taught; the truths are universally acknowledged and admitted; no fear of offense can exist when these truths are led or even driven into the pupil's comprehension—not so in all matters of propriety. The old rhetoric taught us to say *de gustibus non disputandum*. Proper effort in conduct as well as in composition may be included in the application of the adage.

The manner of greeting which the teacher receives from her pupil when incidentally meeting, the tone as well as the words used in conversation, the games on the play-ground, the condition of boots especially those of large boys, and the general appearance of the clothing, are some points upon which differences of opinion exist. The boy enters a grammar-grade room with his coat off; his father sits at the dinner table in his shirt sleeves; their friends believe that no rule of propriety is violated by visiting the dining room or parlor in such undress; the teacher can hardly presume to dictate

proper usage to that family, especially when she knows, as is often the case, that that father and that family are eminently and truly respectable and dignified. Their education has made them believe that their customs are as proper as those of a neighbor who pays more attention to etiquette. The teacher is compelled to reach the case in an indirect way.

Boys in the high school wear soiled collars, or black their boots only on Sunday. The teaching of their life time has convinced them that church boots should be neater than school boots; if this conviction is modified, the change must be wrought by indirect means. It is often too great an embarrassment to attack directly the teachings of a century.

Assistance in this work is to be found in abundance in every school-room. Pupils are there, whose excellent home training is of value not only to themselves, but to their teachers and mates. No rich and no poor are known in our schools,—all are upon a level, hence suggestions that involve expense are improper and forbidden. Proficiency, thanks to our good land, is the only basis from which our pupils are graduated.

For the teacher to direct or assist in the choice of games of pupils, is met with difficulties that can never be surmounted until she has their fullest confidence; this she seldom has

Playing marbles for "keeps" is one popular game. In some towns, a portion of the parents have no objection to the participation of their sons in this game, while others object, not for any wickedness of the play *per se*, but because of a love of games of chance which it encourages, while a third part vigorously enforce prohibition. And so with other games of boys that partake of the nature of gambling. Few teachers can undertake to dictate the games to the boys, but all can indirectly but surely influence the choice.

This indirect influence—this power, unseen and undescribed,—this silent directive force, is the great essential for the well doing of *the other part of the teacher's work.*

AARON GOVE.

STAIRS AND STUDIES.

Much has been said in denunciation of the long flights of stairs leading to some of our school-rooms; much, too, in criticism of our courses of study. They are breaking down our girls in body and mind, it is charged.

We do not propose to defend the cause of the stairs. We admit there are more of them than we would have. Desirable as are all heavenly influences, we would prefer our daily school sessions not quite so near the angels. We grant the stairs are sometimes a "weariness to the flesh," a "vexation

to the bones," and possibly, in some instances, even worse, though we have not seen conclusive evidence of it.

Nor are we going to defend the cause of the studies. They require work; there is no denying it. They are arranged for healthy youths, not for invalids; for workers, not for idlers: for students, not for devotees to society; for those who believe "life is real" and "earnest," and who recognize the duty of preparation, in knowledge and mental discipline, for its duties and responsibilities,—not for those whose vision catches no glimpse of the future beyond the point where "the winter of their discontent" in school shall "be made glorious summer" in matrimony. Being so arranged, some of our pupils fall by the wayside and their fellows have to pass on without them. The trouble may be in the stairs: it may be in the studies. We defend neither. There is fault no doubt in both.

Yet is it not barely possible that other agencies than these work a part of the mischief? Some of our school-girls mount the stairs leading to the opera-house gallery an average of twice a week: they are quite conscientious in making two or three daily excursions to the post office for their mail, each time of course climbing the high bluff on their way home; they attend frequent sociables and parties at private houses, and in their frolics run up and down stairs a dozen times an evening: they eat much confectionery and take hearty meals at unseasonable hours; they reach home two hours after the time that girls of such age with the duties of school resting upon them, should be in bed and sound asleep: they are careless in exposing themselves to the weather at times when too much caution cannot be exercised. Yet when ills come upon them which it would seem might well be attributed in some small degree, at least, to these dissipations and exposures, they are all charged up to "those horrid school stairs." When the ills grow more numerous and serious; when the dear creatures grow nervous and troubled with headaches or sleeplessness or even worse; then the other scape-goat—the studies—is summoned up for service, and all the sins left, after loading the former, are packed on the latter.

A few of our good doctors—we say it regretfully, for none hold their usual good services in higher estimation than we—are quite too prone to ascribe all youthful ills of body and mind to the schools.

A tender mother consults the family physician about her daughter's health. The symptoms and troubles are duly recounted. The doctor listens *arrectis auribus*, looks wise, (why should he not?) and gravely propounds these queries: Does your daughter attend school? Does she have to mount two or three flights of stairs daily? Does she take all the studies of her class? An affirmative answer being given to each, with the significant

ejaculation, "Oh, those stairs and studies!" he proceeds to write a prescription of some powders and pills, charges the mother to withdraw the daughter at once from school, settles back in his easy chair, and wouldn't give a farthing to feel any surer than he does that the recording angel is busy adding another to the long list of credit-marks opposite his name in the heavenly register. The mother is delighted that the case is no worse. Yes, and she is flattered too: for is it not clear that the doctor believes her daughter capable of mental applications so intense as even to be dangerous! Of course she believes every word of the advice—it is so easy to believe what one *wishes* to believe—and holds in higher esteem than ever before the professional skill of the adviser.

"Darling shall quit school at once. Strange I did not realize the trouble sooner. That languid walk: that constant appearance of exhaustion! Ah me, the stairs! Those headaches; those pains: those sighs: that face so sadly spiritual at times! Ah me, the studies! How thankful I ought to be that the good doctor advised me in season! What a dear good man he is! How well he understands darling's delicate physical organization! How fully he appreciates the intensity of her mental applications!" Thus soliloquizes the mother as she goes home to execute the doctor's orders.

Now we submit whether it might not be well to have the diagnosis of a school girl's ailments varied a little occasionally from that above. Let some such questions as these be propounded: Does your daughter go out several evenings each week to sociables, dances or parties? Does she often stay out till midnight or later? Does she take stimulating food and drink (tea and coffee) and at unseasonable hours? Does she liberally patronize the confectioner? Does she not often dress less warmly than she should? Does she squeeze herself into tight dresses and tighter corsets, till the vital organs are packed like passengers in an omnibus; till the blood fails to find half its channels, and the lungs do not admit air enough to vitalize even the little that still circulates? Does she not read much of the silly trash found in cheap novels, and in almost equally pernicious Sunday-School story books? Does not her mind dwell too much on the other sex, thinking more of boys than of books; more of love than of learning? If these questions be answered in the affirmative, as most of them would have to be in some cases, if answered truthfully, then let these additional ones be asked, and with an earnestness that shall startle: How in the name of common sense which every mother should have; in the name of human nature, which at this delicate period of girlhood demands so careful and constant watchfulness, can you expect your daughter to have good health while suffered to indulge in so frequent and so exhausting dissipations and excesses? Can you be igno-

ant of the greater, the more terrible evils that too often and too surely follow close upon these?

Quite likely such questions might fall less kindly on the maternal ear : might receive less gracious maternal response ; might exalt the questioner less highly in the maternal estimate of his professional skill as well as of his acute appreciativeness of the lovely and the intellectual. Still, we think it possible they might lead to quite as sure and radical cures as questions whose beginning, middle and end are about stairs and studies. There is room for grave doubt whether it is altogether wise to take the young lady invalid from school, where she is obliged to make *some* mental exertion, and thus give her *all* her time to devote to the very follies and excesses which have brought upon her the ills she would be cured of.

THOMAS H. CLARK.

DRAWING. VI.

XLIII.

MATTER.

1st. Draw two horizontal lines four inches and a quarter long, and two inches and a quarter apart.

2d. On these lines, one-eighth of an inch from each end, make points and connect corresponding opposite points with heavy lines.

3d. On the vertical lines, one inch above the lower and one inch below the upper horizontal lines, make points and connect corresponding opposite points.

4th. Bisect the second and third horizontal lines.

5th. Bisect the parts.

6th. Make points one fourth inch to the right and to the left of each bisecting point, and erase the first bisecting points.

7th. Make points seven-eighths of an inch above and opposite the points in the third horizontal line, and connect corresponding opposite points.

8th. Connect the upper ends of the first and second, the third and fourth, the fifth and sixth vertical lines.

9th. Make points seven-eighths of an inch below and opposite the points in the second horizontal line, and connect corresponding points.

10th. Connect the lower ends of the first and second, the fifth and sixth vertical lines, and extend the third and fourth to the first horizontal line.

11th. Erase the parts of the second and third horizontal lines found outside the windows and door.

12th. One inch above each end of the upper part of the figure, make points and connect.

13th. Connect the ends of the horizontal lines.

14th. Bisect the upper horizontal line.

15th. One-eighth of an inch to the right and to the left of the bisecting point, make points and erase the bisecting point.

16th. Make points one-half inch above these points and connect with the points below.

17th. Connect the upper ends of the lines. Figure 38.

XLIV.

38

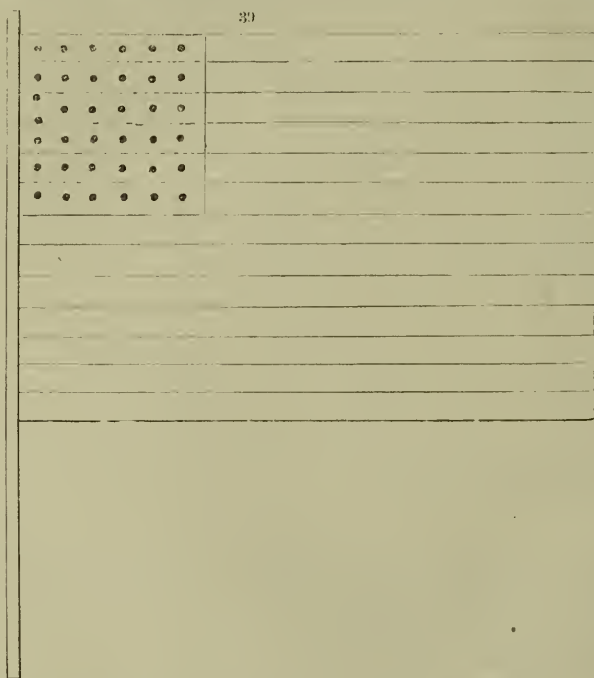
MATTER.

1st. Draw two vertical lines three inches and a half in length, and one-half of one-eighth of an inch apart.

2d. Make a point in the right vertical line one-eighth of an inch below the upper end.

3d. Three inches to the right of this point make a point and connect the two.

- 4th. Make a point in the right vertical line two inches below the upper end.
- 5th. Three inches to the right of this point make a point and connect the two.
- 6th. Connect the right ends of the horizontal lines.
- 7th. Bisect the vertical lines in the oblong and connect the bisecting points.
- 8th. Trisect the parts and connect the trisecting points.
- 9th. Bisect the parts and connect corresponding opposite points.
- 10th. Add one horizontal line to the lower part of this oblong, making the space the same as the space between lines above.
- 11th. Extend the right vertical line to the horizontal line just drawn.
- 12th. Make points in the first and seventh horizontal lines one inch to the right of the second vertical line, and connect the two.
- 13th. Erase the lines found inside the small figure and make as many dots as there are States in the Union. Figure 39.

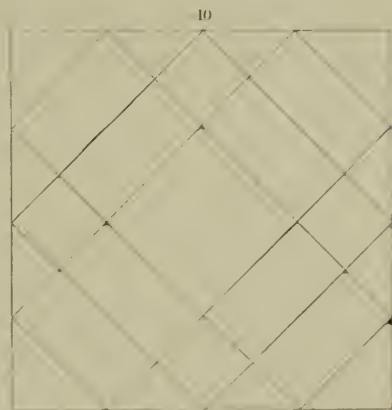


Connect the ends of the lines that join the staff. (Pupils have not yet had sixteenths in their number lessons.)

XLV.

MATTER.

- 1st. Draw a two-inch square.
- 2d. Bisect each line ; bisect the parts.
- 3d. Connect corresponding points in the upper horizontal and the left vertical lines.
- 4th. Connect corresponding points in the right vertical and the lower horizontal lines.
- 5th. Connect corresponding points in the upper horizontal and right vertical lines.
- 6th. Connect corresponding points in the left vertical and lower horizontal lines. Figure 40.



Review the definition of an oblique line.

XLVI.

MATTER.

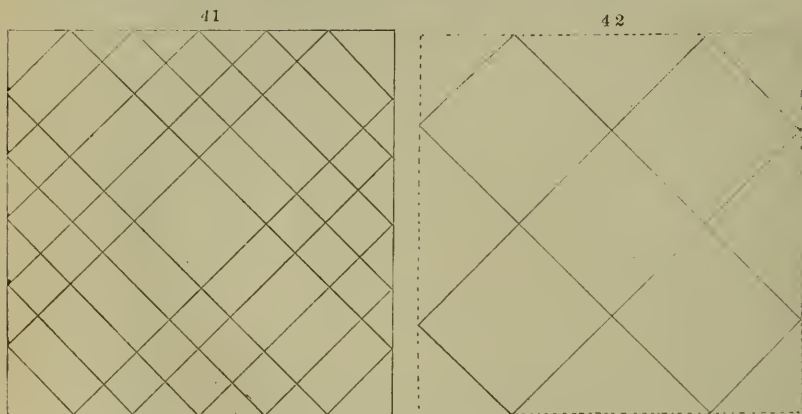
- 1st. Draw a two-inch square.
- 2d. Bisect each line ; trisect the parts.
- 3d. Connect corresponding points in the upper horizontal and the left vertical lines.
- 4th. Connect corresponding points in the right vertical and lower horizontal lines.
- 5th. Connect corresponding points in the upper horizontal and the right vertical lines.

6th. Connect corresponding points in the left vertical and the lower horizontal lines. Figure 41.

XLVII.

MATTER.

- 1st. Draw a two-inch square.
- 2d. Bisect each line.
- 3d. Bisect the parts and erase first bisecting points.
- 4th. Connect corresponding points in upper horizontal and left vertical lines.
- 5th. Connect corresponding points in right vertical and lower horizontal lines.
- 6th. Connect corresponding points in upper horizontal and right vertical lines.
- 7th. Connect corresponding points in left vertical and lower horizontal lines.
- 8th. Erase the vertical and horizontal lines Figure 42



XLVIII.

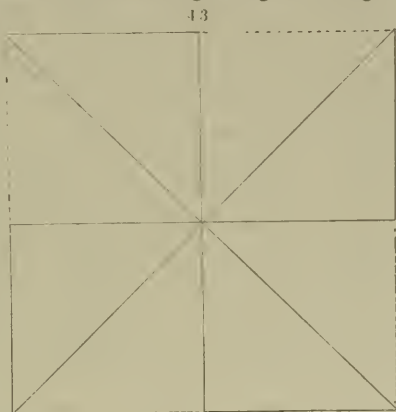
MATTER.

- 1st. Draw a two-inch square.
- 2d. Connect the upper right hand corner and the lower left hand corner of the square.
- 3d. Connect the upper left hand corner and the lower right hand corner of the square.
- 4th. Develop idea of and give the term diagonal.
- 5th. Bisect each line forming the square, and connect corresponding opposite points in parallel lines.
- 6th. Review the work on angles.

7th. Erase the right half of the upper horizontal line; the lower half of the right vertical line; the left half of the lower horizontal line, and the upper half of the left vertical line.

8th. Teach the definition of a triangle.

9th. Teach the definition of a right-angled triangle. Figure 43.



EMMA J. TODD.

THE LEFT HAND:—AN EXPERIENCE.

It happened to me to lose the power of my right hand and arm, so that I could not write my charts, diagrams and exercises. Per force, I must learn to use the left hand for that work. I learned thereby some lessons, beyond the art of sinistrous writing. For a time I was a learner; I was partly in the condition of a child at school.

The left hand is mainly an untrained hand. It can do some things well, as well as its partner, thus to hold and manage the fork, or the bridle-rein; on the piano or the violin, its special training seems to give it equal work. But any new work requiring strength and skill, or quick learning, is given as a matter of course to the right hand, if possible; for its general training helps it to learn the new business. It is the favored one of the family of members; it has been sent to college and the polytechnic, while the left hand has had only the lessons of the district school.

The side of the brain, too, that governs the left hand, is inferior to the other. It is not accustomed to originate and send forth those swift volitions that manage the right hand. The right brain controls the left side of the body; and it is not so used to think and act as its mate.

A child is all left hand. Its brain is learning, has not learned, to think and to will. Its muscles are not trained to move, and do not do what their owner would have them do. It has no ideal of what it would attain, no clear conception of result and method. Hence, I was not quite in the state of the child, for my trained half-brain at least supplied the models for imitation; I could clearly conceive just what I wanted to make, and had to deal only with the comparative slowness of the right-brain, and the inexperience of the muscles of the left side. Still I was so much of a child that I can speak for the little ones, and present their experience of difficulties. For the time, an old head was set on young shoulders.

1. I found that my young pupil, my left hand, very quickly complained when I set him to work, that he was tired. I knew he was not lazy; I myself felt that he was really and truly tired, and had done all that he could do. If I urged him still longer, he began to fail; and the more I forced him, the worse he failed. When he was tired, I could neither drive nor coax him. So it is with the child: he is easily tired; and the teacher should regard that fact. Fatigue is not perverseness; nor is it exactly stupidity, though it may seem very like that defect. Every teacher who puts himself in sympathy with his class, must have often seen that genuine fatigue had beset his pupils, and that it was vain to urge them. It has been my fortune to know some who perversely refused to recognize such a fact as a possibility: at least, such was their practice.

2. My pupil found apparently equally-easy things to be different in difficulty of execution. His partner can make *c* and *n* with equal ease; but despite the good example of Dexter, Sinister would insist that *a* and *e* are hard, very hard to make; that *r* and *s* are scarcely less so; and that *g*, *q*, and even *o* are not easy: but he learned the other letters sooner. My trained brain and hand make no such selection; nor do I remember such experience in their learning; but in these new lessons it was indisputably plain. So with our pupils: when they do one thing and attempt another that seems to us equally easy, they surprise us by failure. They are simply left hands, with their unaccountable instincts and seeming freaks of execution and inability.

Of course I found large letters easier to make than small ones: I could strike out a good *E* easily, or any other capital allowing a sweeping motion; the physiologist readily gives a reason for this: there is less direction of the muscular movement in such case than when the small letters are made. So the pupil deals most easily with what requires little accuracy and detail.

3. I was surprised to find how my left hand would forget. He would get over the nooning without discredit, doing better in the afternoon than in

the morning; but in the morning again, he seemed to have forgotten my careful teaching: a holiday was very bad for his credit; and Monday's performance was never good till he had graduated from the rank of pupil. And, oh, what a sad job he made just after vacation! Let the reader draw his parallel for himself.

4. I had flattered myself that I was as near a perfect speller as any man but a spelling-book-maker can be: but how Sinister would put me to shame! He never put in wrong letters, but he would leave out the right ones most unexpectedly. I had laughed at it as a good Hibernicism that the man answered a criticism on his blunders in orthography with "Whist! who could spell with such a stump of a quill as that?" but I was fain to say, "Who can spell with such a left hand as mine?" The reason is easy to find. The formation of the letters and the muscular effort required so much brain-power, so much thought, attention and will, that I could not attend to the spelling, too. So in the composition of my sentences, words would be dropped. Such mistakes would have been rare or almost impossible to the right hand, the trained and long practiced servant of my brain; but how could I blame the poor *green hand*?

So we find it with our pupils. While they are thinking of the substance of the lesson in arithmetic, geography, or history, they lose the form; and they misspell, commit solecisms in expression, or write horribly. So in correcting one error, they make another where none was before. Only a trained mind and hand can attend to several things at once; and that is not a trained and educated mind that cannot do this. We must demand this result of our pupils; but we must pardon them many failures, as I excused my left hand. Hence, when I give a written examination in history, I never deduct for errors in spelling and expression; the pupil has all he can do to fill his time with historical work, and is not a rhetorician or orthographist.

This experience of mine, then, with my left hand as my pupil, has deepened my conviction of some things that I knew before; for that which was my belief from observation is now my knowledge from consciousness and experience. More than ever do I see that a child is all left hand: and while I no less insist upon the desired result of training, I have more sympathy with the learner in his difficulties and his failures.

SAMUEL WILLARD.

The last census shows, it is said, that eight times as much is spent for alcoholic drinks in the United States, as the whole sum spent for the cost of tuition in the schools.

STATE EXAMINATION,
1875.

U. S. HISTORY.

1. What were the principal motives for immigration to America during the 16th century?
2. State the causes and results of the French and Indian War. Give the dates of the beginning and close of it.
3. Who was president of the first Continental Congress? When and where did it meet? Who drafted the Declaration of Independence? When was the independence of the colonies first proclaimed? When was the first President of the United States inaugurated?
4. Name five of the battles of the Revolution that resulted in favor of the British.
5. Give some account of the origin and adoption of the Constitution of the United States. What States ratified it?
6. Give a brief account of the causes of the War of 1812, and the War with Mexico, with the dates of the treaties terminating them.
7. Who was Prime Minister of England at the beginning of the Revolutionary War? Who opposed the war in the British Parliament?
8. How many years since Washington's first inauguration?
Name all the Presidents since Washington. Which of them are still living?
9. Give a synopsis of the history of Illinois, embracing its exploration, first settlement, admission to the Union, and some of the educational provisions of the Constitution of 1870.
10. What have been the most important treaties negotiated with foreign powers since the inauguration of Washington?

ASTRONOMY.

1. Give Kepler's three laws for planetary motion.
2. How were known metals found to exist in the sun?
3. Give Newton's law of gravitation.
5. What is the Sun? Name the planets in their order from the Sun.
6. Explain the precession of the Equinoxes.
7. Describe Solstice. Equinox. Parallax. For what is parallax used?
8. How many stars are there of the first magnitude?
9. Tell what you know of comets.
10. Give the place of Jupiter in the solar system, its size, density, distance from the sun. Describe his satellites.

NATURAL PHILOSOPHY.

1. Define matter, and illustrate its properties, general and specific.
2. What are the three states in which matter is found? On what do these states depend?
3. What is meant by the weight of a body? Your weight is 130 pounds at the surface of the earth. What would it be 2000 miles above the surface? Indicate the solution.
4. Define motion. How many kinds of motion are there? Give the three laws of motion.
5. To what two elements can you reduce the six mechanical powers?
6. Explain the hydrostatic press and give the law on which it depends.
7. Define Pneumatics. Describe the Barometer, and give its uses.
8. What is sound?—Its velocity per second?
9. Define optics. Give the law of reflected light. What is refraction? Explain a Telescope. A Microscope.
10. What is heat? What are the sources of heat?

PHYSICAL GEOGRAPHY.

1. What is the subject matter of Physical Geography?
2. What are the principal constituents of the alluvial deposits on the earth's surface? Give the origin and mode of distribution of the alluvium.
3. Describe the Mississippi Valley.
4. What are the principal plateaus of North America? Of South America? Describe a prairie. A Mountain.
5. Give the causes for the existence of the desert of Sahara, and for the rainless region of South America.
6. Describe the monsoons: give causes for their change of direction. Name the principal winds.
7. Explain the phenomena of dew, rain, hail, snow and wind.
8. Name the different kinds of clouds.
9. What are the principal mountain ranges and river basins of the western continent? What is the elevation of the source of the Mississippi river, above the sea-level? What renders a river of commercial importance?
10. What zones are most densely populated? Give the reason therefor. Into what races is mankind divided? Give the leading characteristics of each race.

When Eve upon the first of men
 The apple pressed with specious cant,
 Oh, what a thousand pities then
 That Adam was not adamant.

—Scribner.

SUPERVISION.

No one will deny that the public-school system has done much good. That there are some defects is apparent. There appears to be a lack of intelligent supervision. The county superintendent, as a general rule, has not the time to superintend the schools of a county properly. Few could superintend in a workmanlike manner, if they had all of the time, instead of the few days generally doled out by the board of supervisors. There are no safeguards thrown around the office. A mere tyro may be elected to that office; in such a case supervision is practically worthless. The law should require moral character, education and experience in the superintendent. A farmer would not employ a silversmith to oversee his work. An editor would not employ a blacksmith to oversee his work. The farmer would employ a practical farmer; the editor, one versed in his business. The school system puts anybody and everybody in charge of the schools. Ninety-nine hundredths of the school directors have no practical knowledge of any system of teaching. It is a wonder, almost a miracle, that so much good is accomplished. Any other business would go to ruin under such management. It appears that there are too many school officers, and no qualifications required. I think that a revision in this particular is desirable. If the director system were swept out of our statutes, and a board of inspectors appointed in each county, varying in number according to the number of schools, it would, I think, be a blessing. Let each of the inspectors be required to possess a good moral character, good, thorough educational qualifications, and practical teaching experience; then give said inspector a district to superintend, and let it be small enough to give him time to visit each school once or twice a month. Let his residence be in another part of the county. One great objection to the present system is that pupils are often screened by partial friends and relatives, in the district board. As well allow interested parties to be jurors in a law suit. I would require the inspectors' whole time, and pay them a living salary. Some of the advantages of such a system I will enumerate. 1. The inspector of each district should employ the teachers. He would, being experienced, be more apt to employ good teachers. 2. The supervision would be more perfect; he could assist the inexperienced teacher, and render his work more effective. 3. The whole county could be thus united for financial purposes, and the weak neighborhoods be supplied with good teachers. 4. Graded schools could be formed, thus giving people a chance to educate their children in the higher branches nearer home than now. If any one should feel aggrieved at the

inspector's decision, let him have the right of appeal to the county board, and from them to the State Supt. Let school troubles be settled inside of the system. The school system should be as distinct as any department of the government.

I have given a few thoughts on this subject, hoping that some one else will take up the subject and give it a more thorough discussion. Let some of the older heads give us the benefit of their cogitations. As a young teacher, I shall be glad to receive light on this topic.

Macomb, Ill., Oct. 29, 1875.

B. ROBINSON.

CURIOSITIES OF EXAMINATION.

Some years ago, we were on the Board of Examiners for State Certificates; it was our duty to correct the papers on Geography and History. Some of those papers contained statements so curious and "original" that we "made a note" of them, from which we will "dish up" a few choice morsels for our readers. Here they are:

Lisbon is on the Douro. Madrid is on the Matamoras. Madrid is on the Ebro. St. Petersburg is on the Menai Straits. Paris is on the Loire. St. Petersburg is on the G. of Riga. The Capital of Austria is Venice. The Capital of Prussia is Frankfort-on-the-Main. The Capital of Prussia is Berne. The Capital of Prussia is Berlin on the Main. The Indus flows into the Persian Gulf. The Tigris rises in the Himalaya. The Taurns river runs south from the Himalaya. The Indus flows into the Gulf of Ormuz. The tropics mark the distances E. and W. of the Equator which the sun travels. The monsoons are hot winds blowing over the deserts of Asia and Africa. The monsoons are caused by the attraction of the moon. The monsoons strike the coast of Africa, going N. N. W. The tropics are $23\frac{1}{2}$ deg. from Equator, partly from inclination of the axis, and partly by different orbits of other planets. We have an instrument by which the earth's spherical form is easily determined.

These are only a part of the absurdities and crudities taken from some twenty papers made by candidates for certificates of *eminent qualifications*. All of the writers had taught school several terms. We append a few specimens of the misspellings:

Indiana, Waubash, Minesota, Them, Michegan, Ft. Wane, Irewady, Cleaveland, Virticle, Seperate, Immence, Axes (Sing.), Friggid, Recieves, Wholesale.

In history the results were equally curious. And yet these papers were not exceptionally bad; in fact, more than half of the candidates passed successfully, and received their certificates. We will venture that any County Superintendent, who examines twenty candidates, can show as many, and as great, blunders as these. Where is the fault, and what is the remedy?

Jeff. Davis was a northern man by birth. Jeff. Davis was born in Maine. Florida is an original State, Vermont, an original State, Maine, an original State, Alabama, an original State, Georgia settled in 1638. New Jersey at Queenstown by colonies from New York. Georgia settled in 1585. New York settled by Stuyvesant in 1648. Illinois admitted to the Union in 1828. Carolinas settled in early part of 18th century. Penn. settled in 1645 at Christiana Creek. Maryland settled at Baltimore. Jeff. Davis, a South Carolinian, and Senator from that State. Jeff. Davis, Secretary of War under Buchanan. Jeff. Davis went to Europe with McClellan in Crimean War. Aaron Burr was twice vice-President. Aaron Burr, an Englishman by birth. Van Buren, President before Jackson, Millard Fillmore, President next after Jackson, and Van Buren finished out Taylor's administration. Van Buren, President after Polk. Jefferson wrote the Constitution. Missouri Compromise passed in Fillmore's administration, including the Fugl-

tive Slave law. A hard battle of Mexican war fought at Acapulco. Douglas desired to have Missouri compromise line extended to the Pacific. Illinois was a part of Louisiana purchase. Capital of Illinois at Kaskaskia till it was removed to Springfield. Convention (in 1786) met to regulate commerce on the Potawatamie river.

Filmore, Philmore, Sweeds, Sweedes, Buchannon, Munroe, Canida. Quebec, Woolf, Kenabec, Maddison, Finaly, Outragious, Dispised, Parelel, Court Marsahled, Sovereign.

SOMETHING FOR NOTHING.

When will school agents, like all the rest of mankind, learn that they cannot expect to obtain something for nothing. We are constantly receiving letters, of which the following is a good example :

"Can you send us a first-class teacher, one that is able to teach all the branches usually taught in common schools? We want some one who can straighten them right out."

This extract serves to show the general tone of the whole letter. Here is a man who expects and wants, as he truly says, a first-class teacher. He wants one who is thoroughly conversant with the best methods, an excellent disciplinarian—all for \$24 per month. My dear fellow, why don't you write to some man in a distant part of the State, to send you an excellent family horse, sound, kind, possessed of good powers of speed and endurance, and offer him—well, say a *hundred* dollars; and get laughed at for your pains.

You don't want a first-class teacher. You would not sustain one if you had him. You want some one who knows nothing, who has no idea of a school or its management; who is thoroughly capacitated by hard labor and pugilistic skill to scalp any boy of any size in the neighborhood, or "*lick*" his weight in wilcats. And you do offer such a man ample compensation—more than he is worth. But you never ask for such a one. After obtaining such a teacher, are you ever satisfied with the result? No, indeed. You have found that such a teacher does more harm than good. No real progress is made by the pupils, and no care is taken of school property. Take our advice—pay good wages to *good* teachers.

We might add that there is another side to this question. Some agents, for the purpose of ridding themselves of the annoyance of selecting proper persons, make a hasty bargain with some itinerant fellow, who is usually prowling about at such times, and thus force upon the community an incompetent person.—*J. W. Hawkes in Eastport Sentinel*.

MATHEMATICAL.

Problems in Natural Philosophy.—1. A body thrown vertically upward from the ground fell on a platform 84 feet high, at the end of seven seconds. How high did it rise? With what velocity did it start?

2. How many cubic inches of lead, sp. gr. 11, must be attached to 6 cubic inches of cork, sp. gr. $\frac{1}{4}$, that the mass may weigh one pound in water? Present nothing but thoroughly analytic solutions.
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EDITORS SCHOOLMASTER :—I wish to offer a criticism on the article on spelling in your November number. I think that the writer misses it when he says it is better to spell three words by simply naming their letters, than to spell one and pronounce the syllables correctly. If he will take such children as we have to deal with in Egypt, and train them to spell in that way, and if they don't mix up his "immaterialities," I am mistaken. He seems to think that practice is all that is necessary to become good spellers; but practice makes perfect, and if we practice wrong we may expect to become perfect in wrong—if such be possible. Unless we practice aright, the more we practice the further we shall be from the right. Oral spelling is almost entirely valueless, except when we wish to read. If we are accustomed to spell and pronounce the words correctly, we shall call them with much more readiness when we read.

Then, since pronouncing is the only real value in oral spelling, it ought to be taught in the way that will best develop correct pronunciation. The writer has well said that we spell only when we write, and should learn spelling by writing it.

A.

EDITORS' DEPARTMENT.

We have received many words of encouragement of late, and, especially, have the October and November numbers called out expressions of approbation. We are grateful to our friends for their appreciation and aid. With this number, the subscriptions of a large number expire. May we receive your early renewals? and, will you induce some of your fellow-workers to add their names to our increasing list? The times have been close, but the support accorded THE SCHOOLMASTER has been generous. We are putting much work and money into the enterprise, determined that the journal shall be a worthy exponent of the educational interests of our grand, young State. We must depend largely upon our friends, however, to aid us in securing subscribers. So, send in the names! You will see, by consulting our premium list, that our offers are generous. Any teacher may add valuable books to his school or private library by a little exertion among his fellow teachers. Call upon your school officials. The decisions that appear from time to time will be of very material use to them in the discharge of their duties.

If our friends will keep *THE SCHOOLMASTER* in mind, and urge its claims as opportunity offers, we promise you that it shall deserve every good word uttered in its behalf. Fourteen months ago the present management assumed control. Since that time its subscription list has almost doubled. We believe that December of '76 will see its present edition doubled, if its readers will remember that the school journal of the State, if worthy, should have their hearty aid.

Mr. Wells's article in the November number of *THE SCHOOLMASTER*, has attracted considerable attention from the teachers in the country schools, and we have received the working plan of one of the most thoroughly mixed schools of that character. We shall present it in an early number. Meantime it furnishes the text for a brief note.

The town schools are, generally speaking, fairly equipped. There are pupils enough at each stage of progress, to group them into a few grades, each composed of persons not widely separated from each other in attainments. Hence, we find graded schools. At the head of each is usually a man or woman with more or less experience in teaching and supervising. A course of study has been determined upon, and each new *employe* finds his work prepared for him. The attendance is comparatively regular, and the plan is not destroyed, although the head of the school may be changed. So pupils pass from room to room, until the work is completed, or until they leave.

Look into the average district school and note the difference. No course of study, no gradation, irregular attendance, great diversity of attainments, pupils two or three years farther back in one branch than in another, an inexperienced teacher, and, in most counties, no supervision. "The teacher makes the school." Yes, particularly the district school. The especial work for to-day, the educational duty which overshadows all other duties, is the improvement of the common, country school.

So many neutralizing agencies exist that the task is one of peculiar difficulty. But one thing seems to us clear: there must be some approximation, however remote, to the graded school of the town; there must be something in the nature of a course of study, so that efforts of successive teachers shall not be wasted because ignorant of the work of their predecessors, or because there is no definite plan which reaches from the past of the school into the present and the future. Gradation and curriculum are the two words upon which the changes should be rung, until something of both is found in every district, however remote or "mixed." It is useless to repine over the difficulties which crowd the way; the thing must be done. Let each district teacher into whose hands this article may fall, ask himself whether he does not owe it to his employers to inaugurate the work. Consult the superintendent, frame a course of study, and secure the sanction of the proper authorities. When you retire in good order from your position, your successor will be more apt to take the work where you left it, than to begin at random. Stakes will be set at each stage, and the pupil will have something to look forward to.

The long evenings are upon us. The town has its concerts, lectures and other entertainments. The country, however, must depend upon itself, for the most part. May not the teachers in the district schools, in these hours, make themselves felt in a way that shall tell most effectively upon the future of their pupils? In many localities, literary societies are organized and attended by patrons and pupils. They do much to make an educational spirit in a community, and keep the public eye upon the school. But more can be done. The reading of the young people may be so directed, and such a fondness for good books formed, that this winter shall be accounted an epoch in the life of many. In many a farm house, evenings are idly wasted in restless lounging or loafing. In too many, worthless literature enters with the consent of parents, and children are contaminated by its corrupting touch. During the rest of the year, the labor of the farm makes such demands upon the physical nature that the laborers can do little but work, eat and sleep. The brain lies fallow. After twelve hours in the sun, one would find himself nodding over the most entrancing pages of Scott or Motley. Hard physical labor is incompatible with hard mental labor. We have tried the experiment and know whereof we speak. In winter, however, the conditions are changed. The teacher who cares for something beyond his fifty dollars a month, can make himself a power in his community. When shall we learn that the business of the teacher is *to form right habits* in his pupils. We teach arithmetic, not for itself,—it isn't worth it. Experience has proved that it is valuable for a certain kind of training, and so with the other branches. These things are a means to an end,—not the end. Now, what habit is so valuable as that of reading good books? Make the effort. It is worth trying.

In this number will be found the programme of the State Teachers' Association. A good time is anticipated. The programme for the session of The Society of School Principals is not completed. It will be ready for distribution quite soon, however, and will be sent to any on application, and to five hundred school principals whose names are at hand.

This meeting of teachers should grapple with facts that can no longer be ignored. It can inaugurate a forward movement if it will,—a movement that will stir this State of ours. If we, as an organization, have any vitality, any positive force, it is an excellent time to make it manifest. The purpose heretofore has generally been to have "a good time," and we have had it. Matters of more serious moment confront every live teacher who has observed at all closely for the last two years.

Turn out, friends, and let us have a rousing time, and start an educational revival.

We are glad to publish the following extract from a letter we have just received from one of the successful teachers of this State. It urges upon the attention of teachers a thought that we have often presented in these pages:

"It seems to me that the indifference of people, and their ignorance about educational affairs, are partly owing to the fact that they do not hear enough about the subject. But few farmers, or men of business, can leave their labor and visit the school-room; they say. 'We pay a man

for attending to that matter, and we cannot spend the time to look after him." Now, if the merchant, or other person interested in schools, could have an article pertaining to school affairs placed in his paper once a week, or once in two weeks, his thoughts would be turned in that direction. Now, he thinks but little about schools, because he knows but little about them. Nothing arouses him much until his boy, or some other boy, has been whipped or been made a victim in some way; then, knowing but little good of the school, he denounces the whole as bad.

Cannot intelligent teachers do a good work by making themselves heard through the columns of their weekly newspapers?—by describing their modes of teaching, and by showing up the advantages of prompt attendance, and by calling people's attention to other matters of importance to the school?

We have received so many words of commendation for the excellence of the November number, that we are in some danger of becoming "puffed up." Well, we honestly think it was a good number: but we appeal to our readers whether the present number is not equally good, or a little better? We think all our readers will appreciate the value of Dr. Edwards's articles on Psychology; the series is but just begun, and our subscribers should see to it that they lose none of them. Mr. Clark's article is a timely one; if parents, newspapers and physicians are inclined to make the school and its studies a pack-horse for the evils that belong elsewhere, let teachers show them the other side of the picture. This Mr. Clark has done in language that is both pungent and polished; he well deserves to rank with his namesake, the Boston M. D., if he keeps on in this way. But we must not take space here to speak of all the points of excellence in this number: and yet we hope to open the new volume with one better still.

California is one of the few States that enjoy the luxury that some wise people in this and other States advocate occasionally, viz: A law prescribing uniformity of text-books. And yet, all the people of California are not happy about it. A writer in the *Los Angeles Schoolmaster* thus expresses his opinion of the way in which the thing works:

Unless we make a fundamental change in our manner of adopting text-books, all these evils are more likely to increase than to diminish. There is no reason why we should expect future State Boards of Education to be wiser or less subject to pecuniary influences than past and present ones; but, on the other hand, we may expect increased activity from the book agents, since the prize to be contended for grows every day more valuable. There will soon be in the State 200,000 children, each one of whom will have from twenty cents worth to twelve dollars worth of books. It is a low estimate to suppose that at the present time the school children of California have in their hands one million dollars' worth of books. The choosing of these books rests in the hands of nine men. I want to impeach no man's integrity without good cause, but we cannot forget that most of these men are poor, and that, all other things being equal, poor men are more easily bribed than rich men. Five of these men, a majority, are County Superintendents of schools, elected for a term of two years, and whose aggregate salary for the whole term amounts to about \$15,000, or \$1500 a year for each of them. Who will say that it is wise to grant so much power to any five men so circumstanced?

We think almost any man of good sense and experience will be able to appreciate the evils and dangers here complained of: but any one with a knowledge of human nature might have anticipated just the trouble described. But the writer's proposed remedy is, in our opinion, worse than the disease; he says:

I believe there is but one remedy for this, and that is to have the text-books published by the State. Then, changes would be made only to gratify the wants of the people, not as now, at the suggestion of the book agents. Then, parents would have to purchase no more books than are necessary, and not, as now, to pay for rubbish that is never read. This plan should be followed on the score of economy alone; although, as I have pointed out, there are more serious reasons for discarding the present system.

Will some of our people never learn without disastrous experiment that there are some things which governments should not attempt to do? Gen-

eral manufacturing, whether of school-books or of patent plows, is just one of these things. Granted that a saving of expense would result, which is probably not true at all, on the same ground, it might be argued that the State should manufacture the boys' jackets or the girls' gowns. "Paternal government" is not suited to a free people, to say the least. Let private enterprise have its full scope, and let government simply establish such regulations, where necessary, as shall give it full scope. Competition will regulate the matter of cost; therefore, let the fullest competition be encouraged. When this is done, government has no further function in this direction. It is to competition that we owe the vast and rapid improvement in school-books, that is now in progress. The law of our own State in this matter, we believe, is as good a law as can be found. The making of books is a trade as much as the making of hats; and when free competition can have its course, it will reduce prices to the lowest figure compatible with a reasonable profit on a good article. Still, we think in the article of school books, competition ought to result in lower prices than prevail at present, and we look for this result at no distant day.

EDUCATIONAL INTELLIGENCE.

Whiteside County.—Brother Cray sends us the following:—On Saturday last we opened our monthly institutes. The first was held at Sterling. We had a very profitable session. Enclosed I send you fourteen (14) subscribers to the SCHOOLMASTER; pretty good harvest, and it was not a very good day for schoolmasters either. When every teacher in our county subscribes for the SCHOOLMASTER shall be satisfied, and not till then.

Effingham County.—On Saturday, Nov. 13, 1875, the first of a series of Township Institutes was held at Mason. There were sixteen teachers in attendance. The day was profitably spent in the discussion of practical school questions. A permanent organization was formed, which will meet on the 2d Saturday of each month. Samuel Bartley is President, and Miss A. Sisson, Secretary. A session will be held at Altamont Nov. 27th. Samuel Bartley was appointed to raise a club for the SCHOOLMASTER.

OWEN SCOTT.

Mason County.—Minutes of the Teachers' Institute, held at Mason City, Nov. 6, 1875.

After being called to order by the President, at 10:20 a. m., a Secretary for the ensuing year was elected. 10:30—Music, after which a committee on programme was appointed, said committee consisting of Messrs. Hamilton, Howell and Irwin. 10:40—Select Reading by Miss Nellie Wickizer. 11:00—Reading, by Mrs. E. G. Bradley. 11:40—Discussion by the Institute, which was quite lively and interesting. 12:15—Adjournment. 1:55 p. m.—Music. 2:00—Square Root, by C. L. Raymond. 2:15—Cube Root, by R. B. Howell. 2:50—Music. 2:55—School Government, by Institute. 3:20—Committee on programme reported. 3:30—Music, after which a motion to the effect that the minutes of the meeting be published in the city papers was carried. 3:40—Adjournment.

Programme of the Mason City Teachers' Institute, to be held Saturday, Dec. 4th, 1875

10:00—Opening Exercises. 10:20 Select Reading, H. Spear. 10:40—Grammar, W. H. Williamson. 11:00—Discussion, Institute. 11:20—Orthography, S. E. Bickford. 11:40—Essay, Miss Kate Skinner. 11:55—Discussion, Institute. 12:00—Music and adjournment. 1:30—Music. 1:40—Select Reading, Miss Belle May. 2:20—Fractions, W. B. VanNest. 3:00—Mental Arithmetic, S. E. Pierce. 3:20—Geography, James Knisely. 3:30—Essay Miss Hamilton. 4:00—Discussion and adjournment.

S. E. PIERCE, Secretary.

—Independent.

REPORT OF ATTENDANCE FOR OCTOBER 1875.

	No. Pupils Enrolled.	No. of Days of School.	Av. Number Belonging.	Av. Daily Attendance.	Per Cent. of Attendance.	No. of Tardinesses.	No. neither absent nor Tardy.	SUPERINTENDENTS.
Chicago,.....	49 829	20	38 275	36 442	95-2	8 123	.....	J. L. Pickard.
Bloomington,.....	2 674	20	2 470	2 363	95-6	570	.....	Sarah E. Raymond.
Belleville,.....	1 697	21	.....	1 441	85	297	532	Henry Raab.
Hannibal, Mo.,.....	1 633	18	1 406	1 314	93-5	197	580	*G. W. Mason.
Decatur,.....	1 571	20	1 448	1 379	95	174	774	E. A. Gastman.
Rock Island,.....	1 511	20	1 393	1 314	94	84	629	J. F. Everett.
Denver, Col.,.....	1 360	20	1 277	1 225	95-8	355	.....	Aaron Gove.
Danville,.....	1 331	21	1 110	1 037	93-4	707	.....	Chas. I. Parker.
Alton,.....	1 035	20	777	703	90	164	232	E. A. Haight.
Warsaw,.....	897	20	840	807	96	77	461	John T. Long.
Marshalltown, Iowa,...	803	19	744	710	95-4	82	352	C. P. Rogers.
Pera, Ind.,.....	767	20	651	602	92	88	.....	Geo. G. Manning.
Morris,.....	723	20	592	515	87	446	107	M. Waters.
Macomb,.....	695	20	657	628	95-5	23	385	J. G. Shedd.
Amboy,.....	680	20	597	528	88-4	624	83	L. T. Regan.
Shelbyville,.....	651	20	578	529	92	83	233	T. F. Dove.
Aurora, West Div.,.....	611	20	551	506	92	106	176	L. M. Hastings.
Clinton,.....	516	..	434	411	94	16	.....	I. Wilkinson.
Pontiac,.....	514	20	499	407	82	556	116	C. H. Rew.
Wilmington,.....	465	20	410	355	85	192	.....	R. H. Beggs.
Lacon,.....	434	20	403	365	90-5	71	115	D. H. Pingrey.
Rochelle,.....	431	20	387	370	95-6	19	227	P. R. Walker.
Rushville,.....	421	20	403	380	94	158	128	Harry A. Smith.
E. Mendota,.....	421	21	383	368	96	94	174	J. R. McGregor.
W. Mendota,.....	416	20	397	359	90-5	37	160	Will Jenkins.
Petersburg,.....	416	21	342	307	90	.....	.....	M. C. Connelly.
Lena,.....	379	22	343	312	91	26	97	C. W. Moore.
Warren,.....	353	..	326	307	94	76	139	D. E. Garver.
S. Belvidere,.....	332	20	295	274	93	16	127	J. W. Gibson.
Collinsville,.....	328	21	285	244	85-6	132	72	C. A. Singletary.
Marshall,.....	320	22	267	253	94-7	274	78	L. S. Kilborn.
Farmington,.....	291	20	261	240	91-5	74	125	Henry C. Cox.
Blue Island,.....	284	18	254	245	96	24	190	M. L. Seymour.
N. Belvidere,.....	271	21	253	240	94-7	15	134	H. J. Sherrill.
Anna, Union Co.,.....	256	20	234	202	96-2	284	83	A. B. Strouger.
Marine,.....	225	21	214	173	80	.....	62	Wm. E. Lehr.
Buda,.....	185	22	171	162	95	94	67	J. N. Wilkinson.
Heyworth,.....	173	22	169	152	89	85	137	S. B. Wadsworth.
Altona,.....	172	22	166	146	88	46	70	J. H. Stickney.
N. Dixon,.....	162	20	150	146	97	148	58	J. L. Hartwell.

NOTICE.—These reports must reach us before the 16th of the month to insure publication.

*Principal of High School.

†There were seven rooms in which there was no tardiness.

Kane County.—EXTRACTS FROM THE THIRD ANNUAL REPORT OF SCHOOL DISTRICT NO 4 AURORA, ILL.:

Estimated value of school property, \$41,600; total expenditures for the year, \$8,555.71; school tax levied for the ensuing year, \$8,500; no indebtedness, either bonded or otherwise on the District, and balance in the Treasury of \$5,526.23.

With this year terminate the services of Prof. Frank H. Hall as Superintendent of our schools. His labor among us has been untiring, and going to a new field, "The Industrial School" at Sugar Grove, he takes with him the kind wishes of this Board and the District.

The whole amount of salaries paid to teachers during the present year is \$6,195.75; pay of Superintendent, \$1,700; highest price paid to a teacher, \$550; lowest price paid to a teacher, \$250; average price paid to teachers, \$337.50.

L. M. Hastings succeeds Mr. Hall.

The monthly pay roll to teachers for the ensuing year, is \$610.

Recognizing the difficulties which surround a Superintendent and the responsibilities resting upon him, thorough search was made for the right man to fill this position, and the Board have every reason to believe they have been successful.

Supt. Hastings is rich in experience, and, in our judgment, only needs the hearty confidence of his patrons, to make for himself, in this community, the enviable reputation which he has at Ottumwa, Iowa, and Litchfield, in our own State.

The graduating class contained twelve members, some of whom were untiring in their efforts to complete the prescribed course with their classmates.

The total number of graduates who have taken the regular course of study and received diplomas thus far is sixty-two.

Whole number of children under 21 years, 1,355; whole number of children over 6 years, 1084. The following will show the enrollment, average number belonging, etc.: Whole number enrolled, 767; average number enrolled, 598; average number belonging, 558; average daily attendance, 509; average number pupils to each room, 55.

* * * * *
Total cost of schools, \$3,555.71; cost per pupil on average daily attendance, \$16 81; number of days taught during the year, 194; average cost per day, \$44 09.
* * * * *

Again we would urge upon the parents the necessity of visiting the schools. If complaints are made, remember that there are two sides to a question, and reserve harsh criticism until you have seen the Superintendent or teacher, and learned the facts. Be considerate in your demands, and every request as far as possible will be complied with.

The management have every reason to feel grateful to the patrons for their countenance and support. The pride which the people take in the public schools is not second to that which they feel in any other institution in the city. They stand by them, believe in them, and pay for them, and to this cause as well as to good and efficient teachers may be attributed the grand success and enviable reputation of the common schools of Aurora.

Stephenson County.—The Stephenson County Teachers' Institute this year, was held at Ridott Station, commencing October 18th, and continuing five days. Prof. Piper had been engaged as the conductor of the Institute, and he was as usual the good-natured, wise and skillful counselor of the teacher. He was assisted in his work by Prof. Ferris, Ely, Thomas and Griffith, and by several teachers of the county.

The Institute was a grand success, and I doubt not that most of the teachers went away, confident that they would do better work the coming winter.

A marked feature of the Institute was that there was none of that work which seems to be aimed at enabling the teacher to obtain a certificate, rather than to make him fit to teach others. Arithmetic, history, reading and writing received the most attention, and I believe if the good plans and rules there set forth will be carried out by the teachers, they will do better and more practical work, such work indeed as the community is hardly ever slow to appreciate. Much praise is due to the citizens of this pleasant village for their kind and hospitable entertainment which they so cordially extended to all the teachers. It is really delightful to see a community take so much interest in the work of education.

H. C. EICHEL.

Knox County.—We glean the following facts from the recent report of the County Superintendent :

Number of persons under 21.....	18,549
Number of persons between 6 and 21.....	13,312
Whole number enrolled.....	9,609
Amount of special tax.....	\$103 783.94
Paid for teachers' wages.....	75,335.74
Estimated value of school property.....	285,255.00
Total number of teachers.....	422
First-grade certificates granted.....	74

Knox county contains 720 square miles ; and the number of schools, value of school property, and amount raised by district tax, show very well for that area. But, how happens it that only about three-fourths of the persons of school age are enrolled? Are the people of that county getting the full worth of their money?

Iroquois County.—A new school-house was dedicated at Milford, on Saturday, Nov. 6th. There seems to have been quite a general gathering of the teachers of the county; the exercises occupied most of the day; and the occasion seems to have been made a general holiday. Speeches were made by S. W. Paisley, of Watseka, Jonathan Piper, of Chicago, and Dr. Edwards, of Normal. The Watseka *Republican* speaks of all the exercises in the highest terms, especially of the Address of

Dedication by Dr. Edwards. Well, why should not the dedication of a fine school-house be made a grand occasion?

Champaign.—The Champaign *Union*, having made some criticism upon the schools of the city, did a very sensible thing in paying them a personal visit, and a very honorable thing in correcting such errors as it had given currency to. The Primary Department, having an enrollment of 94 under one teacher, has been divided; half come in the forenoon, and half in the afternoon. This was a topic of complaint; but the *Union* thinks after observation that it is a good thing. You are right, Mr. *Union*. The general good order of the school, the neatness of the grounds and buildings, and the efficiency of the Principal, W. H. Lanning, are all commended, justly we doubt not. There are ten teachers besides the Principal, and a total enrollment of 545.

McLean County.—Assistant Superintendent, Dr. Stewart, has just completed the following financial statement :

Total Receipts.....	\$294,150.22
Expense for teachers.....	118,931.90
For Schoolhouses.....	6,081.37
For grounds.....	538.42
For repairs.....	11,157.75
For furniture.....	2,474.77
For apparatus.....	449.14
For incidentals.....	14,324.01
For treasurers.....	284.66
For interest on bonds.....	17,072.51
For principal on bonds.....	21,927.90
Township funds.....	154,901.00

In some townships the fund is sufficient to pay teachers for five months' work

DIXON, ILL., Nov. 12, 1875.

Lee County.—SCHOOLMASTER : We, the patrons of Lee county, welcome the SCHOOLMASTER month by month, and are quite satisfied that even in dollars and cents we are the gainers. "The October number was worth more to me than the year's subscription price," is a remark made by one of the oldest and best teachers in the county, and I know it was not said thoughtlessly.

The demand for an institution in this vicinity, where young men and women may obtain a college education, without "going off," seems about to be supplied, by the opening of Rock River University, in Dixon. The institution has many advantages which we hope will secure to it a brilliant success. Dixon has an exceedingly healthy locality. The scenery up and down Rock River is grand, the building is a beautiful and commodious brick, located on an eminence in the eastern part of the city.

The Preparatory, Art, and Science departments were opened the first Monday in November, Prof. May in charge. A Normal drill will be conducted by Prof. H. H. Smith during next summer vacation. Board can be obtained either in the building or with private families at reasonable rates.

HARTWELL.

ITEMS.

Mr. Brigham, the energetic principal of the Arcola schools, writes us that their school-building was destroyed by fire on the night of the 5th inst. He says : The "torch was applied by an incendiary. Immediate steps are being taken to rebuild. In the meantime, our schools will be continued in different rooms about the place. We have eight teachers and three hundred pupils, and expect to rally and have a good school notwithstanding our loss."

ILLINOIS NORMAL.

One of the most exciting topics in the Normal community, during the past month, has been the announcement that Dr. EDWARDS will retire from the Presidency of the Institution at the close of the present term. He contemplates this step, as we learn, that he may accept a position as pastor of a church; although it is not yet certain of what church he will become pastor. Calls have been extended to him from Winona, Minn., and from Princeton, Jacksonville, and Bloomington, Illinois. Of course, all his friends here are hoping that if he must retire from his present position, he will see fit to take charge of the Bloomington church.

The health of the school is much improved; our ranks have been broken by sickness but little during the last few weeks. Quite a number of students have left to teach; and more might have done so, for our calls for teachers have been more numerous than we could fill.

Mr. FRANKLIN SEAGER, who has been teaching this fall in Piatt county, died at his home in Normal, on the morning of Nov. 7th. His disease was of long standing, but terminated suddenly, as he had been away from his school-room only about one week. At a meeting of the students held on the afternoon of Monday, the 8th, the resolutions which follow were unanimously adopted:

WHEREAS, It has pleased an All-Wise Providence to remove from us by death our esteemed friend, Frank Seager, lately one of our members; therefore,

Resolved, That in his death we, as schoolmates and classmates, have lost a worthy and beloved friend, a devoted and exemplary companion, and the community an upright and valued citizen.

Resolved, That we, as a school, tender our heartfelt sympathies to the parents and friends of the deceased in this, their sore affliction.

Resolved, That we deliver to the relatives of the deceased a copy of the above preamble and resolutions.

G. W. DINSMORE,
C. B. KINYON,
B. S. HEDGES,
Committee.

The weather in Normal has been very fine almost all the fall; the first slight snow-fall was on the morning of the 16th of November. The citizens of Normal of New England birth are preparing to celebrate "Fore-fathers' Day," December 22d, by a social gathering, literary exercises and supper, at the basement of the Baptist Church.

The coming annual contest is beginning to ruffle the surface of life in the societies; the respective champions have been chosen, and are now in course of training. The PHILADELPHIANS have appointed for Debaters STEPHEN L. SPEAR and DEWITT C. TYLER; to conduct the paper, Misses MARY C. EDWARDS and JESSIE CODLING; for orator, C. G. LAYBOURN; for musicians, Misses LUCY E. SANDERS and AMELIA STAHL. The champions of the WRIGHTONIANS are: Debaters, LEROY B. WOOD and W. W. BRITTAIN; for editresses, Misses JULIA CODDING and MARGARET E. PHILBRICK; for orator, S. B. HURSH; for musicians, Misses ADALINE M. GOODRICH, LILLIE BROWN and ANNIE W. PIERCE. The following resolution has been selected for debate:

Resolved, That the law of Congress directing a resumption of specie payment in the year 1879, is, in that particular, injurious to the best interests of the country.

The members of the Thirty-Third Regiment of Illinois volunteers ("The Normal Regiment," "The Brain regiment," etc.) celebrated the Fourteenth Anniversary of the battle of Fredericktown by a re-union on the 21st of October. About 150 comrades were present, many of whom were attended by their present "Companions in Arms."

The business meeting and the supper were at the Ashley House, where speeches were made, and a good time generally was had. A historical sketch prepared by Capt. E. J. Lewis, of the *Pantagraph* was read, as were letters from Aaron Gove, Ira Moore, Charles E. Hovey and others, who could not be present. By invitation of President-Edwards, the regiment visited the Normal in the afternoon. All the school were assembled in Normal Hall, and the soldiers and their ladies occupied the platform. A short speech of welcome from the President, was followed by speeches from Capt. J. H. Burnham, Col. I. H. Elliott and Gen. C. E. Lippincott. The old battle-flag of the regiment, blackened and tattered, was brought in from the museum, and loudly cheered. After cheers from the students, the meeting broke up, and our guests spent a few minutes in the museum. An account of the day's proceedings has been issued in neat pamphlet form.

JONATHAN E. LAMB is still teaching at Low Point. He is now Superintendent of Woodford county.

WILL H. SMITH was elected Superintendent of McLean county by a handsome majority; he will enter upon his duties December 1st.

W. DENNIS HALL succeeds Mr. Smith at Farmer City.

P. A. CLARK is in business at Peoria.

Miss SOPHRONIA I. HANNA, was married, at her home in Normal, on November 8th, to a gentleman from Chicago.

CHARLES L. CAPEN is "a bachelor no more." He was married, some three weeks since, to Miss Bell Briggs, of Bloomington. THE SCHOOLMASTER wishes them all the happiness they deserve,—which will certainly be enough for anybody.

The *Matrimonial* chapter is "to be continued."

SOUTHERN ILLINOIS NORMAL.

It is with tears in his eyes that your correspondent sits down to pack his budget of items for the SCHOOLMASTER. These tears are not evidences of a sad heart, but are caused by the fact, which he regrets to chronicle, that the heating apparatus of the Normal badly, wretchedly, and most vilely smokes. He rejoiceth, however, with exceeding great joy, and smileth even thro' his tears, for the furnaces are soon to be so repaired that they will smoke no more.

The Normal is running smoothly along. The registration for the term exceeds by 80 that for the corresponding term of last year. The enrollment is now 222. Sickness, which was very prevalent early in the term, has greatly decreased. Some few students are yet absent, however, from this cause.

The Library has been catalogued by Profs. Jerome and Foster, and thrown open to students. Prof. Foster has been elected librarian, and is in charge. We are glad to note that many are availing themselves of the advantages thus offered.

The grounds on the north and east are being prepared to be sown down in grass, and we expect that by another season the forbidding aspect of the grounds will have disappeared.

The Sabbath School Association of the 6th district, which comprises the seventeen southern counties of the State, held its annual convention in Carbondale on the 2d, 3d and 4th of November. The sessions of the Association were well attended, and were very interesting. Its members visited the Southern Normal in a body. Many good things were said by them to the pupils, notably, by Hon. Mr. Miller, of St. Clair Co., who has done good work in our State Legislature for the cause of education, and by Mr. Dean, of Chicago.

A supper given by the ladies of Carbondale, in aid of the Y. M. C. A. of this place, was a very enjoyable and successful affair. The astounding capacity for viands, discovered by Profs. Parkinson and Hull, was the subject of much remark. A citizen of this place was distinguished by the public for having accomplished successfully the feat of stowing away beneath his vest, seven dishes of oysters. The net proceeds were over two hundred dollars.

It is a matter of sincere regret to the well-wishers of this university, that several of its pupils have been smitten violently with the Divine Afflatus, and in consequence are rushing into print with poems on all subjects, from *Love* to *Spectacles*. To denominate some of the effusions which have seen the light, *doggerel*, would be high praise.

Miss DORA LIPE has left the Normal to take charge of a school near DuQuoin. The Southern Normal thus loses one of its best students.

PERSONAL.

REV. I. WILKINSON succeeds W. D. Hall at Clinton, and Mr Hall follows W. H. Smith, County Superintendent elect of McLean county, at Farmer City.

J. E. LAMB has been elected County Superintendent of Woodford.

MR. A. S. KISSELL has left the book-agency and gone into the printing business in Chicago. MR. C. E. LANE the present agent of the Appletons' in St. Louis, will take Mr. Kissell's place in Chicago.

Our excellent Fulton county correspondent, in answer to our conundrum of last month, says, 'In answer to your query 'Why not have one hundred and *two* lady county superintendents?' I answer, we want *one* man in the office to maintain its dignity.'

BOOK TABLE.

The Teacher's hand-book, for the Institute and the Class-room, by WILLIAM F. PHELPS, Principal State Normal School at Winona, Minn., New York: A. S. BARNES & Co.; pp. 335, price, \$1.50.

About half of this book is occupied with matter concerning Institutes; their value, history, purposes, and the right methods of conducting them, are well presented. We know no other book that will furnish so much and so valuable information on this topic. There are 23 pp. of "Professional Questions," on topics pertaining to the history of education and the management of schools. These are well worth the attention of teachers. The author has given considerable space to the general discussion of education; its value and its relation to the State. This he has done remarkably well. More than 100 pp. are devoted to a presentation of outlines and methods of teaching the several studies. There is much valuable matter, but we fear that a great deal of it is too *sketchy*

to be of much benefit to the young teacher. We think, too, that arithmetic has too large a share of this space, and we find here some expressions that we are sorry to see from the pen of a Normal Principal; such as, "multiplying figures," "ten times as small," "add to the column of tens," "two tens times," etc. There is evidence, also, that the proof-reader has not at all times done his work perfectly.

The book is a valuable one, and deserves a place in the teacher's professional library; still, we think the omission of the large number of advertising pages would improve its appearance.

The History of Pedagogy, by W. N. HAILMAN, Cincinnati: WILSON, HINKLE & Co., 130 pp. limp cover, price, \$1 00.

This neat little book contains twelve short lectures delivered before the Cincinnati Teachers' Institute in the summer of 1873. A sketch of the systems of Pedagogy in China, Japan, Greece and Rome occupies the first four lectures. The rest of the book treats chiefly of the labors of individual men, with a view of what each accomplished. Among these, are Bacon, Comenius, Locke, Rousseau, Kant, Fichte, Rosenkranz, Spencer, Pestalozzi and Froebel. It will be seen that the book attempts a wide range, and must of course treat each topic, briefly. Notwithstanding, it is clear and quite compact in style, and is just such a book as all our common-school teachers should own and study.

BUSINESS ITEMS.

"Unquestionably the best sustained work of the kind in the world." Harper's Magazine, illustrated. Notices of the Press. The ever-increasing circulation of this excellent monthly proves its continued adaption to popular desires and needs. Indeed, when we think into how many homes it penetrates every month, we must consider it as one of the educators as well as entertainers of the public mind.—*Boston Globe*.

The character which this Magazine possesses for variety, enterprise, artistic wealth, and literary culture that has kept pace with, if it has not led the times, should cause its conductors to regard it with justifiable complacency. The Magazine has done good and not evil all the days of its life.—*Brooklyn Eagle*.

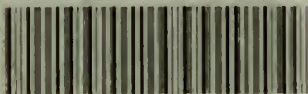
Some of the most popular of modern novels have first appeared as serials in this Magazine. In all respects, it is an excellent periodical, and fully deserves its great success.—*Philadelphia Ledger*.

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